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Leadership Practices of Higher Education Administrators: Towards Developing a Productivity Framework for Teachers

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Abstract: This study examined the leadership practices of higher education administrators in Bataan and their impact on teacher productivity. Data collected from 364 participants, mostly experienced administrators and faculty, revealed that all six leadership styles—transformational, democratic, servant, laissez-faire, transactional, and inclusive—were perceived as significantly implemented. Among these, democratic and inclusive leadership styles were rated the highest. Moderation analysis further indicated that administrative position, educational attainment, and years of administrative experience significantly influenced the relationship between leadership practices and teacher productivity. In addition, transformational, democratic, transactional, and inclusive leadership styles were identified as significant predictors of faculty teaching performance, while transformational and democratic leadership significantly predicted research productivity. Moreover, servant, laissez-faire, transactional, and inclusive leadership behaviors were found to significantly predict service contributions. Based on these findings, the study proposed a comprehensive productivity framework to help guide administrators in adopting adaptive leadership strategies that align institutional objectives with faculty needs, ultimately aiming to improve both individual and organizational outcomes.

Keywords: *Leadership Practices, Higher Education Administrators, Teacher Productivity, Productivity Framework*

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I. INTRODUCTION

Leadership practices in higher educational institutions are critical to shaping the academic environment for both administrators and faculty (Aquino et al., 2021; Ruben et. al., 2023; Gudito & De Jesus, 2024; Martinez, 2024). However, there hasn't been enough research done on the relationship between effective leadership techniques and teacher productivity. Deans, department chairs, and university presidents are among the administrators who bear a great deal of responsibility for fostering academic success, but their leadership approaches frequently have no discernible and direct impact on teacher productivity in general (Mgaiwa, 2023).

Because of this knowledge gap, faculty management strategies are uneven, which makes it more difficult for universities to maximize teacher productivity and attain the best possible academic results. Teaching quality, research output, professional development, and service contributions are all components of teacher productivity (Goldhaber & Startz, 2017; Palmiano, 2024), which is impacted by leadership practices. However, no thorough framework has been created to establish a clear connection between leadership and these productivity outcomes. In the absence of such a framework, administrators find it difficult to develop standardized tactics that successfully improve faculty performance.

Therefore, this research aims to fill this gap by proposing a new framework for leadership practices in higher education, specifically designed to enhance teacher productivity. This contribution will provide valuable insights and a practical approach for higher education administrators to improve faculty performance and overall academic success.

This study was conducted to determine the leadership practices of higher education administrators in selected public and private higher education institutions (HEIs) in the province of Bataan. Its ultimate objective was to develop a productivity framework for teachers. Specifically, the study sought to answer the following questions:

- To what extent are the leadership practices of the higher education administrators implemented in terms of:
- Transformational;
- Democratic;
- Servant;
- Laissez-Faire;

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- Transactional; and
- Inclusive?

- To what extent do the demographic profile moderately affect the leadership practices of the administrators and the productivity of the teachers?

- To what extent do the leadership practices of higher education administrators predict the productivity of teachers in terms of teaching quality, research productivity and service contributions?

Based on the findings, what leadership practices of higher education administrators towards developing a productivity framework for teachers can be proposed?

II. LITERATURE REVIEW

A. Leadership Practices in Higher Education

One of the most talked-about models in education is transformational leadership, which emphasizes the value of professional development, allowing faculty to make decisions, and creating a shared vision to inspire and motivate faculty (Wilson Heenan et. al., 2023). Studies have highlight that transformational leadership plays a crucial role in enhancing teacher collaboration, boosting work productivity, fostering professional development, and improving overall effectiveness (Mansor et al., 2021; Prabahar & Jerome, 2023; Aditya et. al, 2024; Omran, 2024; Sapitri & Purwanto, 2024; Corral, 2025; Supendi et al., 2025).

Another model, democratic leadership, emphasizes the significance of shared decision-making and group accountability between administrators and professors. By encouraging cooperation and teacher participation in institutional choices, this model boosts faculty engagement and fosters a sense of ownership. On the other hand, centralized leadership, where decisions are made by a small number of administrators may result in a more effective management structure, but it may also alienate faculty members and lessen their desire to support institutional objectives (Lin, 2022; Toprak et. al., 2023). A trademark of democratic leadership is a participatory decision-making process whereby faculty members have influence in developing institutional policies and decisions. According to Kilicoglu (2018), democratic leadership fosters an environment of honest communication and shared accountability, which increases the inclusiveness and cooperation among universities.

Servant leadership has also been covered in the literature, emphasizing the welfare and individual growth of faculty members. To foster a healthy corporate culture that encourages faculty happiness and performance, servant leadership places a strong emphasis on assisting and developing faculty members (Dul et. al., 2024; Ramdan et. al., 2024). Empowered and supported teachers are more likely to raise teaching standards, improve student learning, and contribute to research that boosts the academic reputation of the university, ultimately leading to higher satisfaction and increased productivity (Wong, 2019; Dami et al., 2022; Sugito et al., 2022).

Servant leadership's drawback is that it might not always give faculty work priority when it comes to institutional goals, which could reduce organizational productivity as a whole. The goal of strategic leadership, on the other hand, is to match faculty ambitions with the long-term goals and the larger institutional mission. Although strategic leadership works well for achieving institutional success, it can ignore how important it is to accommodate faculty members' individual needs, which could result in burnout or disengagement (Addinsharari, 2021; Fumasoli & Hladchenko, 2023).

Under a laissez-faire leadership style, a leader gives faculty members little direction and significant freedom in their job. Although this strategy can encourage independence and creativity, its advantages for teacher output are not totally consistent. Laissez-faire leadership can foster innovative thinking and a feeling of personal responsibility as faculty members are let the freedom to try new teaching approaches and research themes (Chhom et al., 2024; Kamal & Kesuma, 2024). Under some circumstances, particularly when faculty members are highly self-driven and able of managing their work, this could lead to more output.

Nevertheless, laissez-faire leadership can also have negative consequences on teacher output if not well controlled (Kamal & Kesuma, 2024). In the lack of appropriate support or direction, faculty members may feel neglected or abandoned, which would reduce morale and alienate them. Faculty members' incapacity to balance their autonomy with the institution's requirement for direction and resources may lower work satisfaction and output. When laissez-faire leaders fail to provide faculty members the support they require, they may grow burned out, confused, and frustrated, which might finally reduce their performance. Therefore, even while laissez-faire leadership might inspire independence and fresh ideas, it must be carefully balanced between institutional support and teacher autonomy so as not to compromise their work.

Transactional leadership is all about clear structure, defined roles, and motivating people through rewards or consequences. Research shows that leaders who use this style focus on setting clear expectations, monitoring task execution, and offering praise or corrections based on performance. It’s a straightforward way of managing that helps keep things running smoothly by emphasizing efficiency, discipline, and short-term goals.

In higher education, administrators who lead transactionally tend to emphasize following rules, meeting deadlines, and hitting measurable goals. This approach creates a stable environment where teachers know exactly what’s expected of them and what they’ll get if they meet those expectations (Hieng et al., 2024). The focus is on ensuring that everyone stays on track and completes their work efficiently, often through structured performance management and a system of rewards and penalties.

Studies examining how higher education leaders manage their teams find that transactional leadership can boost teacher productivity by providing clear standards and rewarding good performance (Hieng et al., 2024). However, some research also highlights that while this style is effective for achieving short-term results and maintaining order, it may not inspire teachers to exceed expectations or contribute innovative ideas.

Therefore, transactional leadership can be effective in helping teachers stay productive, but it works best when combined with other leadership behaviors—such as transformational or adaptive leadership—that support teachers’ growth and intrinsic motivation (Hyseni & Hoxha, 2021). This

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balance is essential for creating an environment where educators feel both guided and inspired, ultimately benefiting the entire institution.

In conclusion, integrating insights from diverse leadership models into a productivity framework for teachers can significantly enhance higher education administration. By incorporating the strengths of various leadership styles—such as transformational, democratic, laissez-faire, servant, transactional, and inclusive leadership — administrators can develop strategies that both support faculty autonomy and align with institutional goals. This balanced approach promotes teaching effectiveness, nurtures faculty growth, and ultimately drives greater faculty productivity, benefiting both individuals and the institution as a whole.

B. Effects of Leadership Styles on Teacher Productivity

In higher education, transformational leadership is considered a very successful leadership approach. According to Kareem et al. (2023), transformational leaders motivate faculty members by bringing them into line with the institution's ideals, promoting creativity, and supporting their professional growth. This leadership style encourages faculty to strive for excellence in their teaching duties, which has been linked to increased job satisfaction and faculty productivity. Also, according to Apdian & Prado (2024), transformational leadership also has a favorable effect on faculty members' professional and personal development, which raises their level of productivity overall. The results indicate that increasing faculty productivity is mostly dependent on transformative leadership. In addition to improving faculty performance on an individual basis, this leadership approach cultivates an academic excellence and continuous improvement culture inside the institution. Therefore, it may be argued that an emphasis on transformational leadership is essential to creating a framework that raises teacher productivity.

In conclusion, transformational leadership plays a pivotal role in enhancing faculty productivity and fostering a culture of academic excellence in higher education. By aligning faculty with institutional values, encouraging creativity, and supporting professional growth, this leadership style positively impacts both individual and collective performance. The evidence suggests that transformational leadership is essential for cultivating an environment that promotes continuous improvement, ultimately benefiting both faculty members and the institution as a whole. Thus, prioritizing transformational leadership is key to driving faculty success and advancing the goals of higher education.

C. Productivity of Teachers

Teacher productivity in higher education institutions (HEIs) is a multifaceted concept that encompasses various dimensions, including but not limited to teaching quality, research output, and service contributions.

Teaching quality is a critical component of teacher productivity in HEIs. It is often measured by student evaluations, peer reviews, and self-assessments. According to a study Burroughs et al. (2019), effective teaching practices are characterized by clear communication, engaging instructional methods, and the ability to foster critical thinking and problem-solving skills among students. Additionally, research has shown that student-centered teaching approaches, such as active learning and collaborative learning, are perceived as more effective by students and lead to higher levels of student satisfaction and academic performance (Kerimbayev, 2023; Mat & Jamaludin, 2024).

Research output is another essential aspect of teacher productivity in HEIs. It is typically measured by the number of publications, citations, and research grants obtained by faculty members. A systematic review of Palmiano (2024) highlights that faculty members who engage in research activities contribute significantly to the advancement of knowledge in their respective fields. Moreover, research productivity is often linked to institutional reputation and the ability to attract funding and resources. Faculty members who are actively involved in research are also more likely to stay updated with the latest developments in their disciplines, which can enhance their teaching effectiveness (Mastrokoukou et al., 2022).

Service contributions refer to the involvement of faculty members in activities that support the functioning and governance of HEIs. These activities may include serving on committees, mentoring students, and participating in community outreach programs. According to Mamiseishvili (2015) service contributions are an integral part of faculty roles and responsibilities. Faculty members who actively engage in service activities contribute to the overall development and sustainability of their institutions. Moreover, service contributions can enhance faculty members' sense of belonging and commitment to their institutions.

In conclusion, teacher productivity in HEIs is shaped by a dynamic interplay of effective teaching practices, active research engagement, continuous professional development, and significant service contributions. These dimensions are deeply interconnected, with each one playing a vital role in fostering the success and growth of both faculty members and their institutions. Together, they create a holistic framework that enhances academic performance, institutional reputation, and faculty well-being.

D. Theoretical Frameworks

This study is anchored in James MacGregor Burns' (1978) transformational leadership theory which highlights the crucial role of leaders in inspiring, motivating, and empowering those they lead. Burns describes transformational leadership as the process by which followers and leaders cooperate to improve each other's morale, drive, and performance so promoting a common vision and a dedication to more ambitious goals. Leaders in this dynamic relationship act as role models, providing support, encouragement, and a feeling of direction that propels both group and personal development. Within the framework of higher education, this theory is particularly relevant for comprehending the administrative leadership styles and their impact on teacher productivity.

Second, this research utilizes Kurt Lewin’s (1939) democratic or participative leadership theory as a framework for analyzing leadership’s role in influencing teacher productivity in higher education. At its core, this theory highlights the importance of involving people in decisions that affect their work. In universities and colleges, where collaboration, critical thinking, and shared values are key, democratic leadership encourages administrators to work closely with faculty—not just as subordinates, but as partners.

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This kind of shared leadership builds trust, gives faculty a sense of ownership, and boosts motivation (Morimoto & Baguio, 2025; Sarwar et al., 2022). When educators feel that their input genuinely matters, they're more likely to stay engaged, committed, and aligned with the institution's academic mission. This kind of leadership style also helps build a positive environment where productivity isn't just expected—it naturally grows from shared trust and purpose.

Finally, the third framework guiding this study is Servant Leadership Theory, first proposed by Robert K. Greenleaf (1970). This model redefines traditional leadership by placing service to others at its core—viewing leaders not as figures of authority, but as individuals who prioritize the needs and growth of those they lead. In the context of higher education, this translates into administrators who actively support faculty members in their personal and professional development, ensuring they feel respected, empowered, and valued. Rather than directing from above, servant leaders lead with empathy, attentive listening, and a deep commitment to the well-being of their teams. When educators sense that their leaders genuinely care about their success and well-being, they are more likely to be engaged, motivated, and aligned with the institution's goals. As such, servant leadership fosters a positive academic environment—one that enhances trust, promotes collaboration, and ultimately contributes to improved teacher productivity and satisfaction.

III. METHODOLOGY

This study employed a convergent parallel mixed-methods research design to achieve a comprehensive understanding of leadership practices among higher education administrators. This design was appropriate because it enabled the researcher to simultaneously collect and analyze both quantitative and qualitative data, providing a more holistic and balanced interpretation of leadership practices within higher education institutions.

The study involved higher education administrators and faculty members from selected institutions across Bataan province, including state universities, private universities, and community colleges. A total of 95 administrators and 269 faculty members were selected using a stratified random sampling to ensure diverse representation across different institutional types and roles.

Quantitative data were collected using a developed Leadership Practices Questionnaire (LPQ) which measures various dimensions of leadership practices. The survey consisted of Likert-scale ranging from "Strongly Agree" to "Strongly Disagree" were administered either electronically via Google forms sent through email or in person during site visits. The survey responses provided numerical data on the prevalence and effectiveness of different leadership practices. The survey includes both closed-ended questions for quantitative analysis and open-ended questions for qualitative insights. Each section of the survey contains meticulously designed questions intended to capture essential data on the frequency, intensity, and quality of leadership practices.

The study included faculty members and administrators from selected higher education institutions across Bataan Province. The list of participants was generated using records obtained from the schools' administrative files during the site visit. Random sampling was utilized to ensure the sample was representative and to minimize selection bias (Creswell & Creswell, 2017). Using G*Power software, the study calculated the necessary sample size, targeting about 350 participants. This number was based on a medium effect size, a power level of 0.80, and an alpha level of 0.05 to ensure the results were statistically significant and reliable (Faul et al., 2007).

Prior to participation, the selected respondents received comprehensive informed consent forms. These forms outlined the study's objectives, methods, potential risks, and benefits. Participants were informed that their participation was voluntary and that they could withdraw from the study at any time without facing any consequences.

The study was reviewed and approved by a research ethics committee to ensure it adhered to all ethical standards and guidelines for research involving human participants. Results were reported transparently, with an honest and accurate depiction of findings. Any conflicts of interest or sources of funding were disclosed in the research reports and publications.

Collected data were anonymized to protect participant confidentiality. Each survey response was linked to a unique alphanumeric code for internal data tracking without disclosing personal identifiers. The data were stored on a secure, access-controlled database protected by encryption and strong password protocols. Only authorized research staff, who completed data privacy training, were granted access to the dataset.

IV. RESULTS AND DISCUSSION

Table 1 presents the distribution of respondents according to their administrative positions and academic ranks. Of the 364 respondents, 95 or 26.10% occupied administrative positions. Among these administrators, the majority were function or department heads, comprising 66.32% of the subgroup. This was followed by deans or assistant deans at 12.63%, chancellors at 10.53%, vice-presidents at 7.37%, and presidents at 3.16%.

In terms of academic rank, 269 respondents were classified under faculty positions. The largest proportion consisted of Instructors I, accounting for 64.31% of the subgroup, followed by Instructors II at 23.79%. Smaller proportions were represented by assistant professors at 7.43% and associate professors at 4.46%. Overall, the findings indicate that most respondents occupied instructional and mid-level administrative roles, while only a limited number held senior academic ranks or top administrative positions.

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Table 1 Administrative Position and Academic Rank Distribution of the Respondents

Admin Position	***Frequency (f)***	***Percentage* (%)**	***Cumulative* %**
President	3	3.16	3.16
Vice-President	7	7.37	10.53
Chancellor	10	10.53	21.06
Dean/Asst. Dean	12	12.63	33.69
Function/Dept. Head	63	66.31	100.0
Subtotal	**95**	**100**	
Academic Rank	***Frequency (f)***	***Percentage* (%)**	***Cumulative* %**
Associate Professor	12	4.46	4.46
Assistant Professor	20	7.43	11.89
Instructor II	64	23.79	35.68
Instructor I	173	64.31	100.0
Sub-Total	**269**	**100**	
Total (*N*)	**364**		

Table 2 presents the distribution of respondents according to the highest degree earned. Most respondents had attained a Master's degree, with 203 respondents or 55.77% of the sample. This was followed by 119 respondents or 32.69% who had completed a college degree. Meanwhile, 34 respondents or 9.34% held a doctoral degree, and only 8 respondents or 2.20% had ongoing or completed post-doctoral studies. Overall, 88.46% of the respondents had earned at least a Master's degree, indicating that the sample population was highly educated. This educational profile suggests that the respondents likely possess advanced knowledge and expertise relevant to the context of the study.

Table 2 Highest Degree Earned Distribution of the Respondents

Highest Degree Earned	**Frequency (*f*)**	**%**	***Cumulative* %**
College	119	32.69	32.69
Master's	203	55.77	88.46
Doctoral	34	9.34	97.80
Post-Doctoral	8	2.20	100.00
Total	**364**	**100**	

Table 3 presents the distribution of respondents based on their years of administrative and teaching experience. Out of 95 respondents with administrative roles, the largest proportion (44.21%) had between 6 to 10 years of experience, followed closely by those with over 11 years (41.05%). A much smaller proportion had 3–5 years (12.63%) or 0–2 years (2.11%) of administrative experience. Regarding teaching experience, among the 269 respondents, nearly half (49.08%) had over 11 years of experience, indicating a highly experienced teaching cohort. An additional 34.94% had 6–10 years of teaching experience. Only a small percentage had between 3–5 years (11.52%) or 0–2 years (4.46%) of experience. In total, 364 respondents participated in the survey, with the majority demonstrating significant experience in both administrative and teaching roles.

Table 3 Admin and Teaching Experience Distribution of the Respondents

Admin Experience	***Frequency (f)***	***Percentage* (%)**	***Cumulative* %**
0 – 2 years	2	2.11	2.11
3 – 5 years	12	12.63	14.74
6 – 10 years	42	44.21	58.95
11 years +	39	41.05	100.0
Subtotal	**95**	**100**	
Teaching Experience			
0 – 2 years	12	4.46	4.46
3 – 5 years	31	11.52	15.98
6 – 10 years	94	34.94	51.42
11 years +	132	49.08	100.0
Subtotal	**269**	**100**	
Total (*N*)	**364**		

Table 4 presents the summary of the one-sample t-test analysis of the administrators' leadership practices across six leadership dimensions. Results revealed that all leadership indicators obtained statistically significant *t*-values with *p*-values less than .001, indicating that the observed mean scores were significantly higher than the test value used in the analysis.

Among the leadership dimensions, democratic leadership and inclusive leadership obtained the highest mean scores with a mean of 4.05 and standard deviations of 0.90 and 0.93

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respectively. These were followed by laissez-faire leadership with a mean of 4.02 and standard deviation of 0.91, and transactional leadership with a mean of 4.00 and standard deviation of 0.89. Transformational leadership obtained a mean of 3.88 and standard deviation of 1.04, while servant leadership recorded the lowest mean of 3.87 with a standard deviation of 1.07. Despite being the lowest among the indicators, both transformational and servant leadership still reflect high levels of leadership practice.

All computed Cohen's *d* values ranged from 0.81 to 1.18, indicating large effect sizes across all leadership dimensions. The overall average Cohen's *d* of approximately 1.01 suggests a strong overall effect.

Overall, the findings indicate that administrators exhibit consistently high and statistically significant leadership practices across all dimensions, with particularly strong effects observed in democratic and inclusive leadership styles.

Table 4 Summary of One Sample t-Test Analysis of the Administrators' Leadership Practices

Indicators	*M*	*SD*	*t*	*p*	*Cohen's d*
Transformational Leadership	3.88	1.04	16.12	<.001	0.85
Democratic Leadership	4.05	0.90	22.42	<.001	1.18
Servant Leadership	3.87	1.07	15.52	<.001	0.81
Laissez-Faire Leadership	4.02	0.91	21.70	<.001	1.12
Transactional Leadership	4.00	0.89	23.16	<.001	0.93
Inclusive Leadership	4.05	0.93	21.76	<.001	1.14

Table 5 shows that administrators' educational profile significantly moderated the relationship between leadership practices and teacher productivity. Administrators' position significantly moderated transformational leadership, $p = .002$; democratic leadership, $p = .003$; laissez-faire leadership, $p = .013$; transactional leadership, $p < .001$; and inclusive leadership, $p = .011$. Highest degree earned significantly moderated transformational leadership, $p = .045$; servant leadership, $p < .001$; transactional leadership, $p = .032$; and inclusive leadership, $p = .027$. Administrative experience also significantly moderated laissez-faire leadership, $p = .032$. Among the leadership styles, transactional leadership moderated by administrators' position showed the highest explained variance, $R^2 = .165$.

Overall, the findings indicate that leadership practices become more effective in enhancing teacher productivity when administrators possess higher positions, advanced educational qualifications, and greater administrative experience.

Table 5 Moderation Analysis of the Educational Profile on the Relationship Between Administrators' Leadership Practices and Teacher Productivity

Model Change Indicators					Coefficients			
Factor	R^2	*Adj* R^2	*F*	*Sig(F)*	*Model Variable*	*β*	*t*	*Sig(t)*
Transformational Leadership and Teacher Productivity								
Admin Position	0.150	0.122	5.37	.002	Moderation Effect	0.693	3.80	<.001
Highest Degree Earned	0.022	0.014	2.72	.045	Moderation Effect	0.390	2.69	.008
Democratic Leadership and Teacher Productivity								
Admin Position	0.140	0.112	4.94	.003	Moderation Effect	0.500	2.76	.007
Servant Leadership and Teacher Productivity								
Highest Degree Earned	0.056	0.049	7.17	<.001	Moderation Effect	0.571	3.99	<.001
Laissez-Faire Leadership and Teacher Productivity								
Admin Position	0.111	0.082	3.79	.013	Moderation Effect	0.621	3.28	.001
Admin Experience	0.092	0.062	3.07	.032	Moderation Effect	1.360	2.21	.030
Transactional Leadership and Teacher Productivity								
Admin Position	0.165	0.137	5.99	<.001	Moderation Effect	0.746	3.99	<.001
Highest Degree Earned	0.024	0.016	2.97	.032	Moderation Effect	0.385	2.66	.008
Inclusive Leadership and Teacher Productivity								
Admin Position	0.114	0.085	3.90	.011	Moderation Effect	0.573	3.12	.002
Highest Degree Earned	0.025	0.017	3.11	.027	Moderation Effect	0.431	2.92	.004

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Table 6 reveals that several leadership practices significantly predict teachers' teaching quality, indicating that effective school leadership contributes positively to teachers' instructional performance. Among the predictors, inclusive leadership, particularly ensuring fair treatment and equal opportunities for faculty members, emerged as the strongest predictor of teaching quality (B = 0.16, β = .22, p = .034). This suggests that teachers perform better when they perceive fairness and inclusivity within the institution.

Democratic leadership practices also showed significant positive effects on teaching quality. Encouraging faculty members to participate in decision-making (B = 0.08, β = .15, p = .005) and promoting open communication and dialogue among faculty members (B = 0.09, β = .15, p = .006) were found to enhance teachers' instructional effectiveness, highlighting the importance of collaboration and communication in the workplace.

Furthermore, transactional leadership through regular monitoring of faculty performance significantly predicted teaching quality (B = 0.09, β = .14, p = .009), implying that supervision and accountability mechanisms help maintain professional standards. Transformational leadership, particularly communicating high expectations and motivating faculty members, also significantly influenced teaching quality (B = 0.07, β = .13, p = .018). Overall, the findings suggest that inclusive, democratic, transactional, and transformational leadership practices all contribute to improving teachers' teaching quality.

Table 6 Regression Analysis Summary for Leadership Practices Variable Predicting Teachers' Teaching Quality

Indicators	*B*	*95% CI*	*β*	*t*	*Sig*
The leader / admin communicates high expectations and provides motivation to faculty members. (Transformational)	0.07	[0.01, 0.14]	0.13	2.37	.018
The leader / admin encourages faculty members to participate in decision-making. (Democratic)	0.08	[0.02, 0.13]	0.15	2.84	.005
The leader / admin promotes open communication and dialogue among faculty members. (Democratic)	0.09	[0.03, 0.15]	0.15	2.78	.006
The leader / admin regularly monitors faculty performance to ensure standards are met. (Transactional)	0.09	[0.02, 0.16]	0.14	2.63	.009
The leader / admin ensures fair treatment and opportunities for all faculty members. (Inclusive)	0.16	[0.01, 0.23]	0.22	2.19	.034

Table 7 presents the regression analysis examining the leadership practices that significantly predict teachers' research productivity. The findings reveal that several leadership practices positively and significantly influence teachers' engagement and productivity in research activities. Among the predictors, the democratic leadership practice fosters a collaborative approach to problem-solving emerged as the strongest predictor of research productivity (B = 0.15, β = .20, p < .001). This finding suggests that collaboration and teamwork within the institution enhance teachers' ability to engage in and produce research outputs effectively.

In addition, transformational leadership, particularly communicating high expectations and providing motivation to faculty members, significantly predicted research productivity (B = 0.07, β = .13, p = .018). This indicates that motivated faculty members are more likely to participate actively in research endeavors. Likewise, the democratic leadership practice encourages faculty members to participate in decision-making also significantly influenced research productivity (B = 0.07, β = .12, p = .020), implying that involving teachers in institutional decisions may strengthen their commitment to scholarly work.

Overall, the results indicate that transformational and democratic leadership practices significantly contribute to improving teachers' research productivity, with collaborative problem-solving demonstrating the strongest predictive influence.

Table 7 Regression Analysis Summary for Leadership Practices Variable Predicting Teachers' Research Productivity

Indicators	*B*	*95% CI*	*β*	*t*	*Sig*
The leader / admin communicates high expectations and provides motivation to faculty members. (Transformational)	0.07	[0.01, 0.14]	0.13	2.37	.018
The leader / admin encourages faculty members to participate in decision-making. (Democratic)	0.07	[0.01, 0.14]	0.12	2.34	.020
The leader / admin fosters a collaborative approach to problem-solving. (Democratic)	0.15	[0.07, 0.23]	0.20	3.73	<.001

Table 8 shows that several leadership practices significantly predict teachers' service contribution. Inclusive leadership, specifically ensuring fair treatment and equal opportunities, emerged as the strongest predictor (B = 0.53, β = .69, p = .042), indicating that fairness and inclusivity encourage greater involvement in service activities.

Laissez-faire leadership also showed significant effects, particularly delegating responsibilities and trusting faculty members (B = 0.09, β = .11, p = .036) and stepping in only, when necessary (B = 0.12, β = .16, p = .003), suggesting that autonomy promotes service engagement. Servant leadership, through fostering collaboration and support among faculty, significantly predicted service contribution (B = 0.09, β = .15,

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p = .010). Likewise, transactional leadership practices, including monitoring performance (B = 0.81, β = .11, p = .040) also showed significant positive effects. Overall, the results indicate that inclusive, laissez-faire, servant, and transactional leadership practices significantly enhance teachers' service contribution.

Table 8 Regression Analysis Summary for Leadership Practices Variable Predicting Teachers' Service Contribution

Indicators	*B*	*95% CI*	*β*	*t*	*Sig*
The leader / admin fosters a culture of collaboration and support among faculty members. (Servant)	0.09	[0.02, 0.16]	0.15	2.61	.010
The leader / admin delegates responsibilities and trusts faculty members to handle them. (Laissez-Faire)	0.09	[0.01, 0.17]	0.11	2.11	.036
The leader / admin steps in only when absolutely necessary. (Laissez-Faire)	0.12	[0.04, 0.20]	0.16	3.00	.003
The leader / admin regularly monitors faculty performance to ensure standards are met. (Transactional)	0.81	[0.01, 0.16]	0.11	2.06	.040
The leader / admin ensures fair treatment and opportunities for all faculty members. (Inclusive)	0.53	[0.02, 1.04]	0.69	2.11	.042

- *Qualitative Insights*

The qualitative findings revealed that the leadership practices of higher education administrators play an important role in influencing faculty productivity in teaching, research, professional development, and service. Participants described several positive leadership practices, including peer observation and feedback, opportunities for seminars and conferences, research funding, mentorship, and transparent systems for assigning responsibilities. These practices were viewed as supportive of faculty growth and professional effectiveness.

At the same time, respondents identified challenges that negatively affected productivity, such as outdated classroom resources, inconsistent access to professional development opportunities, heavy teaching workloads, and unequal distribution of committee and service assignments. These concerns highlighted the need for more structured and equitable administrative practices. Faculty and administrators also emphasized the importance of open communication, collaboration, and clear workload policies to create a better balance among teaching, research, and service responsibilities. Overall, the findings suggest that leadership practices grounded in fairness, transparency, and institutional support contribute significantly to improved faculty engagement, motivation, and productivity.

V. CONCLUSION AND RECOMMENDATION

- *Conclusion*

The findings show that administrators demonstrate consistently high and statistically significant leadership practices across all dimensions, with democratic and inclusive leadership as the most prominent. Leadership effectiveness is further strengthened by higher positions, advanced educational attainment, and greater administrative experience.

Results also confirm that specific leadership styles significantly influence teacher outcomes. Inclusive and democratic leadership are the strongest predictors of teaching quality, research productivity, and service contribution, emphasizing the importance of fairness, participation, and collaboration. Transformational leadership also enhances research productivity, while laissez-faire, servant, and transactional leadership contribute to specific aspects of service engagement.

Overall, effective teacher productivity is best achieved through a balanced application of democratic, inclusive, and transformational leadership practices supported by leaders' professional growth and experience.

- *Recommendation*

School administrators should prioritize strengthening democratic and inclusive leadership by promoting participatory decision-making, fairness, and open communication. Leadership training and advanced studies should be encouraged to enhance administrators' effectiveness, particularly in transformational and collaborative practices. Schools should foster a collaborative culture that supports teamwork and research engagement while maintaining motivational leadership practices to improve productivity. A balanced use of leadership styles is also recommended to address teaching, research, and service needs effectively.

Finally, education policymakers should integrate leadership development into school improvement programs and support further research on contextual factors affecting leadership effectiveness.

VI. PROPOSED PRODUCTIVITY FRAMEWORK

The proposed Productivity Framework for Teachers is presented in Figure 1. At the very center lies the name of the framework, which emphasizes three key indicators of teacher productivity: Teaching Quality, Research Output, and Service Contributions. These elements are often the focus of educational reforms within institutions. The framework is depicted as cyclical, highlighting how these indicators are interconnected and mutually influential.

Encircling the central core is a transitional band representing key leadership practices such as motivating, inspiring, empowering, permissive, compassionate, collaborative, accountable, and transparent. These practices act as critical enablers that bridge leadership styles with teacher productivity. They serve as dynamic conduits, translating broad leadership philosophies into meaningful, everyday interactions that shape faculty experience and performance.

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Surrounding this band is the dynamic outer ring representing the six leadership styles that influence and sustain teacher productivity: Transformational, Democratic, Servant, Laissez-faire, Transactional, and Inclusive. These leadership styles are not isolated; rather, they interact with the core productivity indicators in complex, adaptive ways. The cyclical nature of the model emphasizes that leadership practices continuously feed into, support, and evolve based on the changing needs of faculty and the institution.

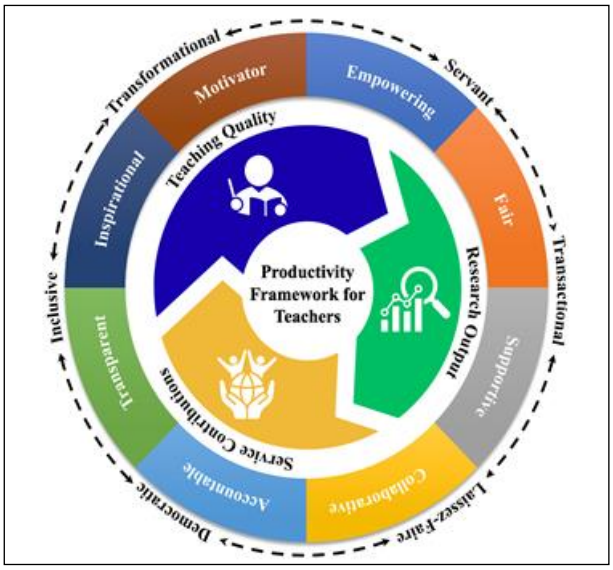

Fig 1. Proposed Productivity Framework for Teachers

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