

Assessment of Leadership Practices of College Instructors and its Relationship on Student Development at Holy Cross College, Sta. Rosa, N.E., Inc.

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Abstract:

This study aimed to examine the relationship between college instructors' leadership practices and student development at Holy Cross College, Sta. Rosa, N.E., Inc. It specifically assessed students' perceptions of their instructors' leadership practices and their own developmental growth across various dimensions. Using a descriptive correlational research design, the study employed voluntary response sampling, with 160 college students responding to a survey questionnaire. Data were analyzed using frequency and percentage distributions, weighted mean, and Pearson's correlation. The findings revealed that students generally agreed that their instructors demonstrated effective leadership practices, particularly in areas such as communication, care for student success, and leading by example. However, there were neutral perceptions regarding instructors' ability to spot student talent, make quick decisions, and provide feedback. Regarding student development, participants reported positive growth in areas such as responsibility, conflict resolution, and self-awareness, although they expressed lower satisfaction with personal growth and handling difficult situations. A significant positive correlation ($r = 0.604$, $p < 0.001$) was found between instructors' leadership practices and students' developmental growth. The study concludes that effective leadership practices significantly contribute to student development, suggesting that enhancing instructors' leadership skills could further foster student growth, especially in areas of emotional resilience and individualized mentorship.

Keywords — Leadership Practices, Student Development, College Instructors, Correlational Study, Higher Education.

I. INTRODUCTION

Leadership plays a pivotal role in shaping the academic and personal growth of students in higher education (Santos, 2021). Instructors, often viewed as leaders within their classrooms, influence not only the academic success of students but also their holistic development. Effective leadership practices by educators foster an environment conducive to learning, critical thinking, and character building. These practices are particularly significant in

colleges where students are at a critical stage of preparing for future career and personal responsibilities.

Educational leadership is defined as the ability to guide, inspire, and influence students toward achieving educational goals (Leithwood et al., 2020). Leadership theories, such as transformational and servant leadership, have been widely discussed in the context of teaching. Transformational leadership involves motivating students through vision and high expectations,

while servant leadership emphasizes serving the needs of students to foster growth (Kainde & Mandagi, 2023; Ladores et al., 2023). Instructors who demonstrate effective leadership practices tend to create a positive and engaging learning environment, leading to improved student performance and development.

Student development is a multifaceted process encompassing cognitive, emotional, and social growth (Almerino & Mangansat, 2025). Studies have highlighted that leadership practices directly impact student outcomes, including academic achievement, confidence, and interpersonal skills (Shen et al., 2020). Educators who employ leadership strategies such as active listening, mentorship, and collaborative decision-making often witness higher levels of student engagement and satisfaction (Ripalda et al., 2025). Furthermore, the integration of leadership with teaching enhances critical thinking and problem-solving abilities among students (Haryani et al., 2021).

Leadership practices in the Philippine educational context are influenced by cultural values, including pakikisama (camaraderie) and malasakit (compassion). Educators who exhibit culturally responsive leadership tend to resonate better with their students, fostering a sense of belonging and community (Schofield, 2020). Previous studies in similar settings have revealed that leadership styles focusing on empathy and respect significantly contribute to student motivation and development (Arghode et al., 2022).

Several institutional studies have explored the interplay between leadership practices and student outcomes. At Holy Cross College, Sta. Rosa, N.E., Inc., preliminary observations suggest a link between the leadership styles of instructors and the academic and personal growth of students. However, there is limited empirical data within this context to comprehensively evaluate this relationship. This research aims to fill this gap by examining how instructors' leadership practices contribute to the development of students in this academic institution.

Holy Cross College, Sta. Rosa, N.E., Inc., is an institution committed to providing quality education and nurturing the potential of its students (Santos et al., 2025). To achieve these objectives, the

leadership qualities and practices of its instructors must align with the institution's mission of developing academically competent and socially responsible individuals. This study aims to assess the leadership practices of college instructors at Holy Cross College and explore their relationship with student development. By identifying leadership styles and evaluating their impacts, this research seeks to contribute to the enhancement of instructional strategies and student outcomes.

II. RESEARCH QUESTIONS

This study aims to assess the leadership practices of college instructors at Holy Cross College, Sta. Rosa, N.E., Inc., and their relationship to student development. Specifically, it seeks to answer the following questions:

1. How may the profile of the respondents be described in terms of: program and year level?
2. How may the college instructors' leadership practices be described?
3. How may the student development be described?
4. Is there a significant relationship between the college instructors' leadership practices and the student development?

III. METHODOLOGY

This study employed a descriptive-correlational research design to examine the leadership practices of college instructors at Holy Cross College, Sta. Rosa, N.E., Inc., and to determine their relationship with student development. The descriptive aspect of the research focused on identifying and describing the leadership behaviors exhibited by instructors and the current level of development among students. Meanwhile, the correlational component aimed to investigate the statistical relationship between these two variables, thereby establishing whether a connection exists between instructor leadership and student outcomes. The study utilized voluntary response sampling and involved 160 college students from various programs and year levels, ensuring that only those willing to participate and capable of providing relevant insights were included. This number of respondents was considered adequate for generating reliable findings reflective of the broader student body.

To collect data, the researchers developed a structured survey questionnaire composed of three main sections. The first section gathered demographic data, such as the respondents' academic program and year level. The second section assessed the leadership practices of instructors through a Likert scale, measuring the frequency and effectiveness of specific leadership behaviors. The third section evaluated student development, including academic, social, and personal dimensions, also using a Likert scale to quantify responses. Once collected, the data were analyzed using appropriate statistical methods. Frequency and percentage were used to describe the demographic profile of the participants, while the weighted mean provided a summary of responses related to leadership practices and student development. Pearson's correlation coefficient was then applied to determine the degree and significance of the relationship between the instructors' leadership and student development.

Throughout the research process, ethical considerations were strictly observed. The researchers ensured that informed consent was obtained from all participants, and the anonymity and confidentiality of their responses were preserved. Furthermore, participation in the study was voluntary, and no coercion was used. The data collection and analysis were conducted with integrity and in alignment with ethical research standards, ensuring the credibility and reliability of the study's results.

IV. RESULTS AND DISCUSSIONS

A. Profile of the Respondents

TABLE 1
COLLEGE PROGRAM OF THE RESPONDENTS

Program	Frequency N=160	Percentage %
Education	30	18.8%
Criminology	26	16.3%
Computer Science	9	5.6%
Business Administration	56	35.0%
Hospitality Management	39	24.4%

Table 1 shows that the highest percentage of participants were from the Business Administration

program (35.0%), followed by Hospitality Management (24.4%), Education (18.8%), Criminology (16.3%), and Computer Science (5.6%). This distribution reflects the program enrollment demographics of the institution, with Business Administration attracting the largest cohort due to its broad career prospects, as observed in similar studies highlighting the popularity of business-related programs among Filipino students (Maglalang & Redublo, 2023). The participation from multiple programs adds diversity to the data, allowing for a comprehensive understanding of leadership practices across academic disciplines.

TABLE 2
YEAR LEVEL OF THE RESPONDENTS

Age	Frequency N=160	Percentage %
First Year	75	46.9%
Second Year	73	45.6%
Third Year	6	3.8%
Fourth Year	6	3.8%

Table 2 indicates that nearly half of the respondents were first-year students (46.9%), followed closely by second-year students (45.6%), while only 3.8% each were from third and fourth-year levels. The predominance of lower-year levels suggests that the findings might reflect the perspectives of students at the initial stages of their college journey, where mentorship and guidance play a crucial role (Nabi et al., 2021). This demographic trend has implications for leadership practices, as instructors may need to adapt their approaches to meet the developmental and motivational needs of younger, less experienced students

B. Assessment of College Instructors' Leadership Practices

TABLE 3
WEIGHTED MEAN OF COLLEGE INSTRUCTORS' LEADERSHIP PRACTICES

Statements	Mean	Verbal Description
1. My college instructors cared about my success.	2.86	Agree
2. My college instructors are good communicators.	2.84	Agree

3.	My college instructors inspired me in life.	2.79	Agree
4.	My college instructors communicated inspirational messages with me.	2.76	Agree
5.	My college instructors led by example.	2.84	Agree
6.	My college instructors helped me grow professionally.	2.83	Agree
7.	My college instructors spotted my talent.	2.19	Neutral
8.	My college instructors motivated me.	2.80	Agree
9.	My college instructors gave me both positive and negative feedback.	2.66	Agree
10.	My college instructors made quick decisions.	2.19	Neutral
11.	My college instructors accepted criticisms.	2.25	Neutral
12.	My college instructors resolved internal conflicts in the online classroom.	2.66	Agree
13.	My college instructors remained calm under technical problems.	2.60	Agree
14.	My college instructors were aware of my strengths.	2.22	Neutral
15.	My college instructors were aware of my weaknesses.	2.19	Neutral
GWA		2.58	Agree

The overall weighted mean (GWM) of 2.58 indicates that students generally agree that their college instructors demonstrate effective leadership practices. Among the highest-rated practices, students agreed that their instructors cared about

their success (2.86), communicated effectively (2.84), and led by example (2.84). These findings align with Obuba's (2023) emphasis on role modeling and effective communication as critical elements of impactful leadership. Such behaviors foster trust and motivation, creating an environment conducive to learning and personal growth.

However, areas such as spotting student talent (2.19), quick decision-making (2.19), and awareness of students' strengths (2.22) and weaknesses (2.19) were rated neutrally. These lower ratings highlight potential gaps in personalized mentorship and adaptability, which are essential for addressing individual student needs (Ayeni et al., 2024). For instance, instructors' ability to recognize and cultivate student talents directly influences their confidence and skill development (Warren, 2021).

C. Student Development

TABLE 4
WEIGHTED MEAN OF STUDENT DEVELOPMENT

Statements	Mean	Verbal Description
1. I care about my classmate's success.	2.88	Agree
2. I have developed my communication skills.	2.53	Agree
3. I can inspire people around me.	2.58	Agree
4. I have a guiding principle in life.	2.75	Agree
5. I have learned good behaviors and attitudes from my college instructors.	2.83	Agree
6. I am satisfied with my growth in the past semester.	2.49	Agree
7. I am passionate about developing my talent.	2.74	Agree
8. I can work or study independently.	2.65	Agree
9. I have improved from taking criticisms.	2.52	Agree

10. I am able to take risks.	2.78	Agree
11. I have become more responsible.	2.84	Agree
12. I am able to resolve conflicts.	2.77	Agree
13. I remain calm under difficult situations.	2.46	Agree
14. I am aware of my strengths.	2.69	Agree
15. I am aware of my weaknesses.	2.80	Agree
GWA	2.69	Agree

The overall weighted mean (GWM) of 2.69 indicates that students agree they have experienced positive development during their time in college. Notable strengths include students' sense of responsibility (2.84), awareness of weaknesses (2.80), and conflict resolution abilities (2.77). These findings align with Chickering and Reisser's (1993) theory of identity development as cited by Higbie (2023), which highlights self-awareness and responsibility as essential components of student growth. Such competencies are critical for academic success and future career readiness.

Students also agreed that they have learned good behaviors and attitudes from their instructors (2.83), reinforcing the impact of positive role modeling in shaping personal and professional development (Ogunfowora et al., 2021). However, relatively lower ratings in areas like remaining calm under difficult situations (2.46) and satisfaction with personal growth (2.49) suggest room for improvement in fostering resilience and self-efficacy, which are essential in navigating challenges (Sedillo-Hamann, 2023).

D. Relationship between the College Instructors' Leadership Practices and the Student Development

TABLE 5
RELATIONSHIP BETWEEN THE COLLEGE INSTRUCTORS' LEADERSHIP PRACTICES AND THE STUDENT DEVELOPMENT

Variable 1	Variable 2	r-value	p-value
Leadership Style	Effects of Leadership Styles	0.604	<0.001

The analysis revealed a moderate positive correlation ($r=0.604$) between college instructors' leadership practices and student development, with

a p-value of <0.001 indicating statistical significance. This finding suggests that as instructors exhibit more effective leadership practices, students experience greater developmental growth. The rejection of the null hypothesis confirms the substantial impact of leadership on students' personal, social, and academic dimensions.

This result supports Burns' (1978) transformational leadership theory and the findings of Santos et al. (2022), which emphasizes the role of leaders in inspiring and empowering individuals to achieve higher levels of performance and personal development. Instructors who lead by example, communicate effectively, and provide constructive feedback likely foster an environment that promotes student engagement and learning (Northouse, 2021).

V. CONCLUSIONS

The distribution of respondents across various college programs at Holy Cross College reflects the institution's academic landscape, with Business Administration and Hospitality Management programs having the largest number of students. The predominance of first- and second-year students suggests that the findings may highlight the perceptions and developmental needs of students early in their college journey. This is significant for shaping leadership practices aimed at nurturing younger students, who require increased guidance and support for their academic and personal growth.

The assessment of instructors' leadership practices shows that students generally perceive their instructors as effective leaders, particularly in aspects such as care for students' success, communication skills, and leading by example. These practices align with established leadership theories and contribute positively to student motivation and engagement. However, the neutral ratings on recognizing students' talents and quick decision-making suggest areas for improvement, particularly in personalized mentoring and responsiveness to student needs. This indicates the potential for instructors to refine their leadership styles for greater individualized support.

The student development results highlight that respondents generally feel they have grown in areas such as responsibility, awareness of strengths and weaknesses, and conflict resolution. These findings emphasize the role of college instructors in fostering student growth by serving as positive role models and providing valuable feedback. However, lower ratings in areas like managing difficult situations and satisfaction with personal growth suggest that there are opportunities for enhancing resilience and self-efficacy in students. Encouraging greater emotional regulation and providing more feedback on progress could further support students' development.

The significant moderate positive correlation between college instructors' leadership practices and student development reinforces the critical role of effective leadership in fostering student growth. Instructors who demonstrate transformational leadership practices—such as leading by example, communicating effectively, and providing constructive feedback—are more likely to inspire greater personal, academic, and social development in their students. This finding supports the theoretical framework of transformational leadership and suggests that educational institutions can enhance student outcomes by investing in the development of instructors' leadership skills.

V. RECOMMENDATIONS

Based on the findings of this study, it is recommended that college instructors be provided with continuous professional development opportunities focused on enhancing their leadership skills, particularly in areas like personalized mentorship, quick decision-making, and recognizing individual student talents. Training programs should emphasize the importance of individualized support and responsiveness to students' developmental needs, especially for first-year and second-year students who may require additional guidance. Moreover, instructors could benefit from adopting more strategies to help students manage difficult situations and build resilience, as this was identified as an area where students felt less confident.

Additionally, institutions should consider incorporating regular feedback mechanisms that

allow students to share their perceptions of leadership practices, which can further inform instructors' approaches to fostering student development. Encouraging instructors to model emotional regulation and conflict resolution skills could help improve students' ability to handle academic and personal challenges.

For future research, it would be valuable to investigate how specific leadership practices, such as emotional intelligence and active listening, affect student outcomes in different academic disciplines. A longitudinal study could explore the long-term impact of instructors' leadership styles on student achievement and career readiness. Furthermore, research could explore the perspectives of instructors themselves, assessing how their leadership practices evolve over time and how they perceive their own impact on student development. Lastly, a comparative study between students in traditional face-to-face classrooms and online learning environments could offer insights into the adaptation of leadership practices in varying instructional settings.

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