



**LEADERSHIP PRACTICES AND INSTITUTIONAL PERFORMANCE
OF SELECTED MEDICAL TECHNOLOGY EDUCATION
INSTITUTIONS IN NATIONAL CAPITAL REGION**

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ABSTRACT

This study aimed to determine the correlation between the leadership practices of the deans and the institutional performance of selected Medical Technology Education Institutions in the National Capital Region. The study focused on assessing the leadership practices of the deans based on evaluations from the deans themselves, faculty, and students, to determine if there were significant differences among the participant's responses.

Data describing the leadership practices of the deans were gathered using a standardized questionnaire from Kouzes and Posner's leadership Inventory (2013). Two key indicators used to describe institutional performance were board examination results from 2015 – 2019, which were obtained from reliable source through a paid subscription, and the accreditation status of the selected medical technology education institutions' official web pages and validated during interviews. A mixed-methods approach, incorporating both quantitative and qualitative research methods, was employed to analyze the responses. Weighted mean, standard deviation, ANOVA, and Eta were used as statistical treatments in interpreting the results. The computed values on differences were interpreted at a 0.05 level of significance.

Based on the findings, the deans from the selected medical technology education institutions exhibit leadership behaviors and typically exemplify the identified leadership practices. There is a significant difference and relationship between the leadership practices

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of the deans and institutional performance. The more the deans adapted their leadership practices, the better the institutional performance. A proposed plan of action was created to enhance leadership behaviors and address leadership practices among the deans, which may be adopted to further improve institutional performance.

Keywords: *Leadership practices, Leadership behaviour, Institutional performance, Medical technology education institutions, Deans*

INTRODUCTION

Leadership in higher education institutions is a crucial element of organizational success. Effective leaders at every level of the organization play a vital role in executing the institution's vision, improving it when necessary, and setting the tone and culture (Kickul & Neuman, 2015). Leading involves governing and directing the activities of a well-ordered group to achieve set goals through participation, communication, and exchange of information. Leadership is also built on relationships; hence, a leader should embody the organizational vision and foster a collaborative environment.

Higher education institutions consist of groups of individuals working together daily to achieve common goals (Adebakin & Gbadamusi, 2012; Olubio, 2017). The success of these institutions is not solely measured by revenue but also by the increasing number of graduates, high performance in licensure examinations, and competent stakeholders. These achievements are driven by leaders who exhibit strong leadership behavior and styles, positively influencing institutional performance.

Leadership style, behavior, and creativity are shaped by experiences and circumstances within the organization (Oliver & Mitku, 2001; 2017). Higher education institutions face significant changes due to technological, social and economic, and cultural factors. These

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external influences require continuous adaptation. Consequently, educational leaders are faced with high demands and responsibilities imposed by top management.

Transformational leadership can foster a high level of commitment among teachers and develop the capacities needed to meet these challenges. Understanding the principles of transformational leadership is crucial because it revitalizes organizations and fosters growth within communities. Collaborative leadership among presidents, deans, and top-level administrators is essential for institutional progress. Deans have a direct impact on the recruitment, retention, and development of faculty, as well as the overall academic future of the institution (Otara, 2015).

Over the past 20 years, the Commission on Higher Education (CHED) has implemented reforms to improve education quality, including monitoring leadership success through graduates' performance. Key goals include increasing passing rates in board examinations, reducing unemployment due to job-skill mismatches, minimizing the proliferation of higher education institutions, rationalizing programs, and increasing scholarship grants for deserving students (Casiple, 2014). A national report by CHED highlighted concerns about the diminishing quality of higher education, attributing this issue to the leadership qualities, behaviors, and styles of deans and program heads.

CHED memorandum order No. 14, series of 2006, outlines the qualifications for deans and program heads in Medical Technology Education. This study seeks to understand the leadership practices of deans in this field and their impact on institutional performance. The research is grounded in Kouzes and Posner's Transformational Model (2013), which describes effective leadership behaviors that enhance institutional performance (Barth, 1999; Mitiku & Mitiku, 2017).

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The quality of leadership in educational institutions plays a crucial role in shaping their overall performance and effectiveness. Leadership practices, particularly in higher education, can significantly influence both the academic environment and institutional success. This study aimed to determine the leadership practices of the deans of selected medical technology education institutions and their corresponding institutional performance.

Specifically, the study sought to answer several key questions. Firstly, it aimed to assess the level of leadership practices of the deans in the selected medical technology education institutions in the National Capital Region. These practices were evaluated based on five dimensions: modeling the way, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart, as assessed by deans, faculty members, and students. Secondly, the study examined the institutional performance of the respondent schools, focusing on their passing percentage in the board examination and their accreditation level.

Furthermore, the study investigated whether there were significant differences in the leadership practices of the deans among the selected institutions, as perceived by deans, faculty, and students. It also explored the relationship between the leadership practices of the deans and the institutional performance of the selected medical technology education institutions in the National Capital Region. Finally, based on the findings of the research, the study aimed to propose a plan of action to improve the leadership practices of the deans. Through these inquiries, the study sought to provide a comprehensive understanding of how leadership practices among deans impact the performance of medical technology education institutions and to identify strategies for enhancing these practices for better institutional outcomes.

A review of related literature reveals a gap in studies investigating leadership practices in Medical Technology Education based on Kouzes and Posner's model. This research aims to

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fill that gap by examining the effectiveness of leadership in selected Medical Technology Education Institutions in the National Capital Region.

Leadership Behavior and Practices

Leadership in Higher Education Institutions (HEIs) can be exhibited at various levels, including academic, operational, and executive levels. For instance, leadership involves ensuring curricula are in place, overseeing the operations of the institution (Gielen, 2015), and closely monitoring students' performance from admission to graduation. The role of leaders can vary significantly depending on the complexity of the situation, with managerial approaches being more common in business settings and collegial approaches more prevalent in universities. Most organizations, including universities, have different management levels: top management, middle management, and cluster management. These levels must work systematically to ensure the distinct functioning of the organization. Functions such as logistics, control, and risk and opportunity assessments are also critical aspects of leadership that contribute to the overall success and performance of the university (Jowi, 2018).

According to the literature, there is a positive correlation between leadership behavior and style and institutional performance (Hurduzeu, 2015). Since the 1980s, the leadership of HEIs has been under increasing scrutiny due to various factors, such as changes in funding, growing marketization, and globalization (Black, 2015). Therefore, it is essential for higher education to focus on developing leaders and determining appropriate leadership behaviors to adapt to these new settings. Defining activities and behaviors will provide insights into how higher education leaders can succeed by forming a potential leadership structure, increasing their capabilities, and honing their skills for HEIs (Black, 2015).

Moreover, HEIs need to explore how to conduct and better lead their organizations by identifying appropriate leadership approaches suitable for their settings. Effective leadership

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styles, such as democratic or participative leadership, are considered best due to their advantages, including collaboration and empowerment, leading to smooth feedback mechanisms and greater commitment from all key players in the organization. This study also highlights the necessity of adapting leadership impacts when needed to enhance organizational performance. Effective leadership ensures that expectations and targets are met, ultimately leading to satisfaction for both employees and employers (Odivwri, 2015).

Furthermore, the satisfaction between employees and employers can enhance an organization's capabilities. For example, a 2019 study on the Technical Vocational Education and Training Institutions (TVETIs) in Ethiopia found that the extent of transformational leadership was deemed significant. However, most respondent-trainers in the TVETIs were not satisfied with their leaders' commitment, leading to inefficient and ineffective implementation of changes (Kedir & Geleta, 2017).

Today, leaders are essential drivers of good and quality performance, especially in public institutions. To achieve this, they must be equipped with appropriate skills and knowledge, such as integrity, decisiveness, and the ability to teach and mentor (Tumuhimbise, 2017). Effective leadership significantly influences organizational performance, as evidenced by a study showing that the drop in performance at a branch during 2014-2016 was influenced by its leadership (Scott, 2016). Effective leadership increases performance, while ineffective leadership decreases it, demonstrating that leadership can convert subordinates to pursue quality performance, influenced by their leaders.

A school's performance can be gauged by results such as state test scores, student performances, retention, and graduation rates (Pasia, 2012). High academic performance is often seen as an indication of a school's success. However, other researchers define successful schools as those that foster personal growth, creative abilities, and a positive self-concept (Stenger, 2013).

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Leadership is not about personality but rather behavior or practice, which is an observable set of skills and abilities (Wiley, 2014). Kouzes and Posner (2012) identified over 225 definitions of leadership, all of which are correct and acceptable as described in the literature. Scholars have defined and described leadership based on the situation, emphasizing that it works best when tailored to the institution's needs. Research studies involving leaders and managers identified five common concepts, known as "The Five Practices": encouraging the heart, challenging the process, enabling others to act, modeling the way, and inspiring a shared vision. These practices suggest that leadership is a set of behaviors and practices that can be adopted and learned by everyone.

The Operationalization of the Five Leadership Practices

Modeling the Way involves leaders being prepared to go first and living the behaviors they want their subordinates to adopt. Leaders should serve as ethical role models, inspiring others and advancing institutional goals. This practice involves creating principles for how people should be treated and establishing goals, thereby setting an example for others to follow. Leaders should also set interim goals to help people appreciate challenges and celebrate victories.

Inspiring a Shared Vision involves thinking ahead positively, encouraging team members to own the vision. Leaders are expected to create and give direction to the organization. This practice fosters commitment as followers feel part of the organization and its future plans.

Challenging the Process involves leaders being risk-takers and innovators. Effective leaders view challenges as opportunities to learn and improve the organization. They experiment and take risks, encouraging their teams to do the same.

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Enabling Others to Act encourages participation and empowerment among team members. Leaders involve others in planning and decision-making, fostering collaboration and building spirited teams. This practice allows followers to perform their jobs and realize their full potential.

Encouraging the Heart involves recognizing and celebrating individual or group achievements, motivating and affirming employees to achieve organizational goals. Successful leaders influence employee motivation by attaching rewards and recognition to job performance.

Every organization's success depends on having exemplary leaders, and organizations strive to identify the characteristics and behaviors associated with the best leaders. Research has shown that effective leadership significantly impacts employee performance and institutional success. For instance, studies have demonstrated that participative leadership styles improve employee performance (Go & Je, 2015).

In the context of education, transformational leadership is often exemplified by program directors who positively influence students' academic performance and satisfaction (Durst, 2016). The success of faculty members also depends on the leadership behavior displayed by deans, who set goals, motivate, and lead the process of goal accomplishment (Sharma, 2016). Task-oriented leadership has been found to be particularly effective among female academic leaders (Dunn, 2014).

Overall, the citations in this study suggest that leadership behavior directly or indirectly affects institutional performance. Effective leadership is crucial for delivering quality services in higher education institutions (Hasan, 2009). The key to becoming an exemplary leader is recognizing that leadership is a skill that can be learned over time through experiences.

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MATERIALS AND METHODS

This section outlines the approach taken to investigate the leadership practices of deans and program heads, alongside their impact on institutional performance within selected medical technology education institutions. The study employed a mixed-methods design, specifically utilizing an explanatory sequential approach. Quantitative data were initially gathered through a survey using Kouzes and Posner’s Leadership Practices Inventory (LPI), comprising 30 Likert-scale questions across five dimensions: inspiring a shared vision, modeling the way, challenging the process, enabling others to act, and encouraging the heart (Kouzes & Posner, 2013). Complementing the survey, qualitative insights were collected via open-ended questions to enrich understanding. Additionally, unstructured interviews and observations were conducted to provide contextual behavioral insights among participants. Purposive sampling was used to select six deans, one assistant dean, one program head, and convenience sampling for 66 faculty members and 163 students from medical technology education institutions in the National Capital Region. All participants provided written consent, and measures were taken to ensure anonymity and confidentiality. Data processing involved tabulation, tallying, and statistical analysis using the Statistical Package for the Social Sciences (SPSS). Mean scores were calculated to assess leadership practices, while Eta correlation coefficient analysis determined relationships between leadership behaviors and institutional performance, employing a significance level of 0.05. The study aimed for comprehensive insights into how leadership practices influence institutional outcomes, addressing gaps in research on this topic within medical technology education.

RESULTS AND DISCUSSIONS

This section presents the findings of a study aimed at assessing the leadership practices of Deans in selected Medical Technology Education Institutions and their correlation with institutional performance. The Leadership Practices Inventory (LPI), developed by Kouzes and Posner (2013), was used to evaluate five key leadership behaviors among six Deans, an assistant dean, a program head, 66 faculty members, and 163 students.

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Leadership Practices of Deans

The leadership practices were categorized into five dimensions: Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart. Each dimension consists of six specific statements rated on a 10-point scale.

Table 1
Participants' Assessment of the Leadership Practices of Deans as to Modeling the Way

Statements	Dean		Faculty		Students		Overall		Rank
	Mean	Description	Mean	Description	Mean	Description	Mean	Description	
1. Sets as a personal example of what he/she expects of others	9.5	Almost always	8.64	Very frequently	7.64	Usually	8.59	Very frequently	3
6. Spends time and energy making certain that people he/she works with adhere to the principles and standards that have agreed on.	9.67	Almost always	8.85	Very frequently	7.51	Usually	8.68	Very frequently	2
11. Follows through on promises and commitments he/she makes.	9.67	Almost always	8.71	Very frequently	7.09	Fairly often	8.49	Usually	4
16. Asks for feedback on how his/her actions affect other's performance.	9.33	Very frequently	8.45	Usually	5.81	Sometimes	7.86	Usually	6
21. Builds consensus around a common set of values for running our organization.	9.33	Very frequently	8.6	Very frequently	6.74	Fairly often	8.22	Usually	5
26. Is clear about his/her philosophy of leadership.	9.67	Almost always	9.01	Almost always	7.69	Usually	8.79	Very frequently	1
Average WM	9.53	Almost always	8.71	Almost always	7.08	Fairly often	8.44	Usually	
Standard Deviation	0.17		0.20		0.72		0.34		

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Table 1 summarizes the assessment of Deans' leadership practices in modeling the way, as evaluated by Deans themselves, faculty, and students. The highest-rated behaviors among Deans included spending time ensuring adherence to agreed principles (mean score 9.67) and clarity in their philosophy of leadership (mean score 9.67). These practices were consistently perceived as "almost always" by Deans, indicating strong self-awareness and commitment to setting examples.

Conversely, behaviors such as soliciting feedback on their actions' impact (mean score 9.33) and building consensus around organizational values (mean score 9.33) received lower ratings from Deans, although still categorized as "very frequently."

Faculty generally aligned with Deans' perceptions, rating them highly in areas like clarity of leadership philosophy (mean score 9.01) and adherence to agreed principles (mean score 8.85). However, students rated these aspects lower, indicating a disparity in perception regarding the Deans' demonstration of leadership values.

The findings reveal that while Deans perceive themselves as consistently modeling desired leadership behaviors, there are discrepancies in how faculty and students perceive these practices. Deans rated themselves significantly higher than faculty and students did, particularly in aspects requiring feedback solicitation and consensus building.

The discrepancy between Deans' self-assessment and external perceptions suggests potential areas for improvement in communication and leadership transparency. Effective leadership in educational institutions not only requires setting clear examples but also involves actively engaging stakeholders and fostering a shared vision. Students, in particular, emphasized the need for more inclusive leadership practices, citing instances where their voices felt unheard or decisions were perceived as disconnected from their experiences.

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In conclusion, while Deans demonstrate strong commitment to modeling leadership behaviors, there is room for enhancing their effectiveness through increased transparency and inclusivity. Addressing these discrepancies could lead to better alignment of institutional goals with the expectations and experiences of faculty and students, ultimately enhancing overall institutional performance.

Inspire a Shared Vision

This section presents the assessment of leadership practices among Deans from selected Medical Technology Education Institutions, focusing on their ability to Inspire a Shared Vision. The study utilized the Leadership Practices Inventory (LPI) to evaluate leadership behaviors across various stakeholders, including Deans, faculty, and students.

The Deans' ability to Inspire a Shared Vision was evaluated through six specific statements rated on a 10-point scale, ranging from "Almost Never" to "Almost Always." Table 2 summarizes the mean ratings and descriptions of these statements as assessed by Deans themselves, faculty, students, and overall.

Table 2
Participants' Assessment of the Leadership Practices of Deans as to Inspiring a Shared Vision

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Statements	Dean		Faculty		Students		Overall		Rank
	Mean	Description	Mean	Description	Mean	Description	Mean	Description	
2. Talks about future trends that will influence how works gets done.	9.5	Almost always	8.92	Very frequently	6.2	Sometimes	8.21	Usually	5
7. Describes compelling image of what our future could be like.	9.5	Almost always	8.76	Very frequently	7.01	Fairly often	8.42	Usually	3
12. Appeals to others to share an exciting dream of the future.	9.5	Almost always	8.72	Very frequently	6.17	Sometimes	8.13	Usually	6
17. Shows how their long-term interests can be realized by enlisting in a common vision.	9.33	Very frequently	8.79	Very frequently	6.66	Fairly often	8.26	Usually	4
22. Paints the "big picture" of what we aspire to accomplish.	9.5	Almost always	8.97	Very frequently	7.23	Fairly often	8.57	Very frequently	2
27. Speaks the genuine conviction about the higher meaning and purpose of our work.	9.83	Almost always	8.96	Very frequently	7.33	Fairly often	8.71	Very frequently	1
Average WM	9.53		8.55		6.77		8.38	Usually	
Standard Deviation	0.16		0.11		0.51		0.22		

Deans rated highest in the statement "speaks with genuine conviction about the higher meaning and purpose of our work," receiving a mean score of 9.83 and described as Almost Always practiced. This indicates a strong commitment by Deans to imbue their teams with a sense of purpose and significance in their work. Conversely, the statement "shows how their long-term interests can be realized by enlisting in a common vision" received a lower mean score of 9.33, described as Very Frequently practiced. This suggests room for improvement in effectively communicating long-term goals to align interests across the institution.

Faculty ratings generally aligned closely with those of Deans, highlighting consistent leadership perception. The statement "paints the 'big picture' of what we aspire to accomplish" received the highest rating among faculty (M = 8.97), indicating strong communication of

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overarching goals. However, the statement "appeals to others to share an exciting dream of the future" received a lower rating ($M = 8.72$), suggesting a need for more effective engagement strategies to inspire collective enthusiasm.

In contrast, students' perceptions indicated a notable discrepancy compared to Deans and faculty. While students acknowledged the Deans' ability to speak with genuine conviction ($M = 7.33$), this was rated as Fairly Often practiced, reflecting occasional rather than consistent inspiration. The statement "appeals to others to share an exciting dream of the future" received the lowest rating ($M = 6.17$), described as Sometimes practiced. This underscores a significant gap in effectively engaging students in the institution's long-term vision and goals.

Additional qualitative data provided by participants further illustrated varying perceptions. Faculty expressed appreciation for the Dean's efforts in fostering a sense of unity and purpose but highlighted concerns about inclusive decision-making processes. Students, on the other hand, expressed mixed feelings, with some noting inspirational leadership qualities while others cited challenges in feeling connected to the shared vision.

The findings suggest that while Deans perceive themselves as highly engaged in Inspiring a Shared Vision, there are notable discrepancies in perception among faculty and students. Effective communication of long-term goals and aspirations appears pivotal, with room for enhancing strategies that resonate across all stakeholders. Faculty and student feedback underscores the importance of inclusive leadership practices that foster engagement and alignment towards shared goals.

In conclusion, while Deans demonstrate strong commitment to Inspiring a Shared Vision, there exists variability in perception among stakeholders. Addressing these perceptions through enhanced communication and engagement strategies could strengthen institutional cohesion and alignment towards shared objectives.

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This study contributes to understanding leadership dynamics in educational institutions, emphasizing the importance of visionary leadership in fostering organizational excellence and stakeholder engagement.

Table 3
Participants' Assessment of the Leadership Practices of Deans as to Challenging the Process

Statements	Dean		Faculty		Students		Overall		Rank
	Mean	Description	Mean	Description	Mean	Description	Mean	Description	
3. Seeks out challenging opportunities that test his/her skills and abilities.	9.17	Very frequently	8.59	Very frequently	6.73	Fairly often	8.36	Usually	4
8. Challenges people to try out new and innovative ways to do their work.	9.67	Almost always	8.63	Very frequently	6.33	Sometimes	8.21	Usually	3
13. Searches outside the formal boundaries of his/her organization for innovative ways to improve what we do.	10	Almost always	8.74	Very frequently	6.48	Sometimes	8.41	Usually	2
18. Asks "what can we learn?" when things don't go as expected.	9.17	Very frequently	8.59	Very frequently	5.92	Sometimes	7.89	Usually	5
23. Makes certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on.	9.5	Almost always	8.82	Very frequently	7.4	Fairly often	8.57	Very frequently	1
28. Experiments and takes risks, even when there is a chance of failure.	9	Very frequently	8.38	Usually	5.78	Sometimes	7.72	Usually	6
Average WM	9.42	Very frequently	8.63	Very frequently	6.44	Sometimes	8.16	Usually	
SD	0.38		0.15		0.59		0.22		

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The ability of Deans to Challenge the Process was evaluated through six specific statements rated on a 10-point scale, ranging from "Almost Never" to "Almost Always." Table 3 summarizes the mean ratings and descriptions of these statements as assessed by Deans themselves, faculty, students, and overall.

Deans rated highest in the statement "challenges people to try out new and innovative ways to do their work" (M = 9.67), described as Almost Always practiced. This highlights their proactive approach in encouraging innovation and higher-level thinking among their teams. Conversely, the statement "experiments and takes risks, even when there is a chance of failure" received a lower rating (M = 9.0), described as Very Frequently practiced. This suggests a cautious approach towards risk-taking, possibly to mitigate potential failures.

Faculty ratings generally aligned closely with those of Deans, indicating consistent perceptions of leadership practices. The statement "makes certain that we set achievable goals, make concrete plans, and establish measurable milestones" received the highest rating among faculty (M = 8.82), described as Very Frequently practiced. In contrast, the statement "experiments and takes risks, even when there is a chance of failure" received a lower rating (M = 8.38), described as Usually practiced. Faculty feedback highlighted appreciation for structured goal-setting but suggested a more supportive environment for risk-taking and experimentation.

Students' perceptions diverged notably from Deans and faculty. The statement "makes certain that we set achievable goals, make concrete plans, and establish measurable milestones" received a moderate rating (M = 7.4), described as Fairly Often practiced. However, the statement "experiments and takes risks, even when there is a chance of failure" received a lower rating (M = 5.78), described as Sometimes practiced. Students expressed concerns about perceived reluctance to embrace change and take risks, which they felt limited their educational experiences and growth opportunities.

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Qualitative data provided further insights into the leadership practices of Deans. Faculty appreciated the Dean's guidance in setting clear goals and supporting educational initiatives but indicated a desire for more encouragement towards innovative practices. Students expressed frustration over perceived reluctance to change and limited opportunities for experimentation, highlighting a disconnect between leadership practices and student expectations.

The findings underscore a discrepancy in perception among stakeholders regarding the Challenge the Process leadership practice. While Deans perceive themselves as actively encouraging innovation, faculty and students perceive a more cautious approach, particularly in embracing risk and change. Addressing these perceptions through enhanced communication and support for innovation could foster a more dynamic and responsive leadership environment.

In conclusion, while Deans demonstrate a commitment to Challenge the Process, there exists variability in perception among faculty and students. Aligning leadership practices more closely with stakeholder expectations, particularly in fostering a culture of innovation and risk-taking, could enhance institutional effectiveness and stakeholder satisfaction.

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Table 4
Participants' Assessment of the Leadership Practices of Deans as to
Enabling Others to Act

Statements	Dean		Faculty		Students		Overall		Rank
	Mean	Description	Mean	Description	Mean	Description	Mean	Description	
4. Develops cooperative relationships among the people he/she works with.	9.5	Almost always	8.86	Very frequently	7.5	Usually	8.62	Very frequently	2
9. Actively listens to diverse points of view.	9.33	Very frequently	8.77	Very frequently	5.79	Sometimes	7.96	Usually	5
14. Treats others with dignity and respect.	10	Almost always	9.19	Very frequently	8.04	Usually	9.08	Very frequently	1
19. Supports the decisions that people make their own.	9.5	Almost always	8.74	Very frequently	5.45	Occasionally	7.9	Usually	6
24. Gives people a great deal of freedom and choice in deciding how to do their work.	9.67	Almost always	8.95	Very frequently	5.28	Occasionally	7.97	Usually	4
29. ensures that people grow in their jobs by learning new skills and developing themselves.	9.33	Very frequently	9.01	Very frequently	6.88	Fairly often	8.41	Usually	3
Average WM	9.56	Almost always	8.92	Very frequently	6.49	Sometimes	8.32	Usually	
SD	0.25		0.17		1.15		0.47		

Table 4 summarizes the leadership practice of Deans in terms of "Enabling Others to Act," as assessed by Deans, faculty, and students. The assessment involves six key statements, each rated on a scale reflecting the frequency of the practice.

The Deans rated their practice of enabling others to act highly, with an overall weighted mean (WM) of 9.56, indicating that they "almost always" engage in these practices. The statement "treats others with dignity and respect" received the highest mean score of 10.00, denoting it is "almost always" practiced. In contrast, "actively listens to diverse points of view"

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and "ensures that people grow in their jobs by learning new skills and developing themselves" both received the lowest mean score of 9.33, though still described as "very frequently" practiced.

The Deans provided additional qualitative insights, emphasizing their efforts to assess readiness, provide learning opportunities, involve staff in various roles, celebrate progress, foster a familial atmosphere, trust faculty expertise, and incorporate diverse ideas. These comments highlight their commitment to empowering their teams and fostering a supportive environment.

Faculty rated the Deans slightly lower than the Deans rated themselves, with an overall WM of 8.92, described as "very frequently" practicing enabling others to act. The highest-rated statement by faculty was "treats others with dignity and respect" (M = 9.19), while "supports the decisions that people make their own" received the lowest mean score (M = 8.74).

Faculty comments reflect appreciation for the trust and flexibility given by Deans, the encouragement to develop new skills, and the freedom to decide how to accomplish work. However, some faculty noted a tendency for Deans to dictate tasks, suggesting room for improvement in fostering autonomy and collaborative decision-making.

Students rated the Deans' practice significantly lower, with an overall WM of 6.49, indicating that these practices are "sometimes" observed. The highest-rated statement by students was "treats others with dignity and respect" (M = 8.04), while "gives people a great deal of freedom and choice in deciding how to do their work" received the lowest mean score (M = 5.28).

Student feedback highlights a perception of limited opportunities for innovation and autonomy, restrictions on extracurricular activities, and unequal opportunities for involvement. These comments suggest that students feel less empowered and trusted compared to the perceptions of faculty and Deans.

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The disparity in assessments between Deans, faculty, and students indicates a need for Deans to focus on enhancing trust and empowerment across all groups. Successful leaders recognize the importance of collaborative settings, quality professional development, and fostering a sense of autonomy and ownership among their constituents.

The results reveal that Deans perceive themselves as highly engaged in enabling others to act, while faculty see this practice as very frequent and students as only sometimes observed. Bridging this perception gap requires Deans to actively listen to and incorporate feedback from all stakeholders, provide more opportunities for autonomy, and ensure equitable involvement in decision-making and extracurricular activities.

Building trust and fostering a supportive environment where all members feel empowered and valued can lead to increased commitment, innovation, and overall institutional success. Effective leadership involves not only directing but also enabling others to grow, contribute, and lead within their capacities.

Table 5
Participants' Assessment of the Leadership Practices of Deans as to Encouraging the Heart

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Statements	Deans		Faculty		Students		Overall		Rank
	Mean	Description	Mean	Description	Mean	Description	Mean	Description	
5. Praises people for a job well done.	9.33	Very frequently	10.0	Almost always	6.92	Fairly often	8.75	Very frequently	1
10. Makes it a point to let people know about his/her confidence in their abilities.	9.67	Almost always	8.84	Very frequently	6.69	Fairly often	8.4	Usually	2
15. Make sure people are creatively rewarded for their contributions to success of projects.	9.67	Almost always	8.74	Very frequently	6.3	Sometimes	8.24	Usually	3
20. Publicly recognizes people who exemplify commitment to shares values.	9.0	Very frequently	8.75	Very frequently	6.49	Sometimes	8.08	Usually	5
25. Finds ways to celebrate accomplishment.	9.33	Very frequently	8.76	Very frequently	5.7	Sometimes	7.93	Usually	6
30. Gives the members of the team lots of appreciation and support for their contributions.	9.33	Very frequently	8.85	Very frequently	6.35	Sometimes	8.18	Usually	4
Average WM	9.39	Very frequently	8.99	Very frequently	6.41	Sometimes	8.36	Usually	
SD	0.23		0.50		0.42		0.29		

The study on leadership practices among Deans, faculty, and students in terms of "Encourage the Heart" reveals distinct perspectives and perceptions within the institution. According to the self-assessment by Deans, practices such as explicitly expressing confidence in individuals' abilities and creatively rewarding contributions to projects are highly prevalent, with mean scores indicating almost constant implementation. However, there is variation in the frequency of publicly recognizing individuals for exemplifying shared values, which receives slightly lower but still frequent ratings. Overall, Deans perceive themselves as significantly

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engaged in fostering an environment of encouragement, as evidenced by a high weighted mean score of 9.39, indicating consistent practice across assessed areas.

In contrast, faculty members generally rate these practices slightly lower than the Deans. While they acknowledge frequent praise for job well done as nearly constant, they perceive the creative rewards for contributions as marginally less common. This suggests that while recognition is regular, there may be opportunities for enhancing the diversity and creativity of acknowledgment methods. The faculty's weighted mean score of 8.99, though still reflective of very frequent practice, indicates a slight divergence from the Deans' self-assessment.

Conversely, students' assessments reveal a notable discrepancy in perceived engagement in encouraging practices. Students rate the frequency of praise and recognition lower than both Deans and faculty, particularly noting infrequent celebrations of accomplishments. Their weighted mean score of 6.41 indicates that these practices are perceived as occurring only sometimes, highlighting a significant gap between student expectations and the observed practices.

These findings underscore the importance of authenticity in leadership practices, particularly in the context of recognition and encouragement. To bridge these perception gaps and foster a more cohesive institutional culture, Deans could consider enhancing visibility and interaction with students, ensuring that recognition efforts resonate more deeply with their experiences. Emphasizing trust, empathy, and respect in leadership interactions can further strengthen relationships and motivation among faculty and students alike, ultimately contributing to a more supportive and engaged educational environment.

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Table 6

Overall Participants' Assessment of the Leadership Practices of Deans

Leadership Practices	Overall		Rank
	Mean	SD	
Model the Way	8.44	0.34	1
Inspire a Shared Vision	8.38	0.22	2
Encourage the Heart	8.36	0.29	3
Enable Others to Act	8.32	0.47	4
Challenge the Process	8.16	0.22	5

Table 6 provides a comprehensive overview of the overall assessment of Deans' leadership practices across various dimensions within medical technology education institutions. The mean scores and standard deviations indicate the level of engagement observed among participants regarding five key leadership practices.

The highest-rated practice, as perceived by participants, is "Model the Way," with a mean score of 8.44 and a relatively low standard deviation of 0.34, suggesting consistent perception among respondents. This indicates that Deans are seen as effectively setting an example and embodying the values they promote within their roles.

Following closely is "Inspire a Shared Vision," ranked second with a mean score of 8.38 and a standard deviation of 0.22, highlighting strong agreement among participants regarding the Dean's ability to articulate and inspire a compelling vision for the institution.

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"Encourage the Heart" ranks third with a mean score of 8.36 and a standard deviation of 0.29. This indicates a moderate level of engagement in practices aimed at recognizing and celebrating contributions and achievements among faculty, staff, and students.

"Enable Others to Act" follows with a mean score of 8.32 and a higher standard deviation of 0.47, suggesting some variability in perceptions regarding the Dean's effectiveness in fostering collaboration, empowerment, and teamwork within the institution.

Lastly, "Challenge the Process" is ranked fifth with a mean score of 8.16 and a standard deviation of 0.22. This suggests a slightly lower level of engagement compared to other practices, indicating room for improvement in encouraging innovation, risk-taking, and continuous improvement initiatives.

Overall, the study underscores that Deans are perceived as moderately engaged across all assessed leadership practices. The rankings reflect the perceptions of participants from medical technology education institutions, offering insights into the multifaceted roles and responsibilities of Deans in fostering effective leadership within their respective academic environments.

Table 7

Board Performance and Accreditation Status of Selected Medical Technology Education Institutions (2015 – 2019)

Medical Technology Institutions								
Board Examination Results		A	B	C	D	E	F	Overall National Passing
2019	March	70%	92.31%	95.41%	85.00%	79.41%	96.00%	68%
	September	68.42%	86.89%	96.49	85.11%	80.85%	96.97%	74%
2018	March	57.69%	84.48%	97.48%	72.22%	87.01%	92.86%	73%
	September	65.71%	88.77%	94.88%	0% (no takers)	88.10%	100%	78%
2017	February	68.42 %	88.37 %	95.59 %	73.53 %	85.71 %	92.00 %	73%
	August	76.36 %	96.06 %	97.43 %	88.76 %	80.72 %	98.18 %	85%

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2016	March	78.95 %	77.94 %	96.67 %	82.60 %	86.54 %	42.86 %	78%
	August	63.83 %	81.95 %	96.54 %	83.76 %	89.06 %	97.83 %	80%
2015	March	50.00 %	83.53 %	88.64 %	87.18 %	78.85 %	75.00 %	73%
	September	48.00 %	83.69 %	96.92 %	88.14 %	78.72 %	99.97 %	85%
Accreditation	N/A	PACUCOA LEVEL IV	N/A	PACUCOA LEVEL III	PACUCOA LEVEL I	PACUCOA LEVEL III		

Table 7 provides a detailed overview of the board examination results and accreditation status of selected medical technology education institutions spanning from 2015 to 2019. The table summarizes the performance of six institutions (A, B, C, D, E, F) based on their board examination passing rates and accreditation levels.

Among these institutions, Institution C stands out for consistently achieving a perfect pass rate (10/10) in the medical technology board examinations over the five-year period. Institution C also surpassed the national passing rate, with its highest achievement reaching 97.48% in March 2018. Notably, despite lacking accreditation from PAASCU or PACUCOA, Institution C demonstrated superior performance in board examinations compared to its peers.

In contrast, Institution F experienced one failed attempt (1/10) but also achieved the highest passing rate of 100%, noted in September 2018. Institution F holds a Level III accreditation from PAASCU, highlighting its solid academic standing despite occasional setbacks.

Similarly, Institution D recorded one failure (1/10) within the five-year period, achieving a peak passing rate of 88.14% in September 2015. Institution D holds a Level III accreditation from PACUCOA, indicating a satisfactory level of academic quality.

Institutions B and E each encountered two instances of failure (2/10) in board examinations. Institution B attained its highest passing rate of 96.06% in August 2017 and holds a Level IV accreditation from PACUCOA. Institution E achieved its highest passing rate of 89.06% in August 2016.

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On the other hand, Institution A faced the most challenges with eight failures (8/10) recorded over the five-year period. Its highest passing rate was 78.95%, slightly exceeding the national passing rate of 78%. Institution A, like Institution C, did not secure accreditation from PAASCU or PACUCOA.

Overall, the data highlights varying performance levels among the institutions in board examinations and accreditation status. Institution C emerges as a standout performer in board examinations despite lacking formal accreditation recognition, underscoring the complexity and diversity of institutional achievements in the field of medical technology education.

Table 8

Significant Difference in the Leadership Practices of Deans as assessed by the Deans, Faculty and Students

Participants	Sum of squares	Df	F-value	p-value	Decision	Interpretation
Deans	133.071	2	303.165	0.000	Ho rejected	Significant
Faculty	19.094	87				
Students	152.165	89				

Table 8 presents the analysis of significant differences in the leadership practices of Deans as assessed by Deans themselves, Faculty, and Students. The table provides key statistical measures including Sum of Squares, Degrees of Freedom (Df), F-value, and p-value for each participant group.

The F-value for Deans is calculated as 303.165 with a p-value of 0.000. Given that the F-value is greater than the significance level of 0.05, the null hypothesis (Ho) is rejected, indicating a significant difference in the perceptions of leadership practices between Deans, Faculty, and Students.

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Specifically, the analysis shows that Deans perceive themselves (Sum of Squares = 133.071, Df = 2) as more engaged in leadership practices such as Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart compared to how they are perceived by Faculty (Sum of Squares = 19.094, Df = 87) and Students (Sum of Squares = 152.165, Df = 89). This statistical difference underscores varying perspectives among different stakeholders within the educational context, highlighting the need for further exploration and understanding of leadership effectiveness and perception within these institutions.

Table 9
Correlation Between the Leadership Practices and Institutional Performance
Board Examination Passing Percentage

Variables	Level of Significance	Eta Value	Description	Decision	Interpretation
Leadership Practices	0.05	0.829	Very High Correlation	Ho Rejected	Significant
Passing Percentage					

Table 9 illustrates the correlation between leadership practices and institutional performance in terms of board examination passing percentage. The analysis indicates a strong positive linear relationship between these variables, with an Eta value of 0.829 and a significance level of 0.05. As the null hypothesis (Ho) is rejected, this finding suggests that leadership practices significantly correlate with and can predict institutional performance in terms of board examination passing percentages. This highlights the crucial role of effective leadership in academic outcomes within the context of the study.

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Table 10

**Correlation Between the Leadership Practices and Institutional Performance
Accreditation Level**

Variables	Level of Significance	Eta Value	Description	Decision	Interpretation
Leadership Practices	0.05	0.798	Very High Correlation	Ho Rejected	Significant
Accreditation Level					

Table 10 presents the correlation between leadership practices and institutional performance in terms of accreditation level. The analysis shows a significant and high correlation between these variables, with an Eta value of 0.798 and a significance level of 0.05. Rejecting the null hypothesis (Ho) indicates that leadership practices significantly predict institutional performance in terms of accreditation level. This underscores the importance of effective leadership in influencing the institutional accreditation status, as observed in the research findings.

**Action Plan to Enhance Leadership Practices of Deans in
Medical Technology Education Institutions in the National Capital Region**

Rationale: This action plan addresses the findings of the study regarding the assessment differences among deans, faculty, and students in leadership practices. Focus is placed on improving areas with the lowest overall weighted mean across leadership practices.

Leadership Practice	Activity Description	Persons Involved	Budget Allocation	Target Date	Expected Outcomes
Modelling the Way	Conduct leadership workshops focusing on ethical	Deans, Faculty Development Committee		End of Q3	Increased clarity and alignment of institutional

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	leadership and setting examples				values among staff
Inspiring a Shared Vision	Establish forums for collaborative visioning sessions involving faculty and student representatives	Deans, student council, Faculty Heads		End of Q2	Co-created vision statement fostering unity and motivation
Challenging the process	Implement a system for innovation grants to support faculty initiatives in curriculum enhancement	Deans, Research Committee		End of Q4	Increased faculty engagement in innovative teaching practices
Enabling Others to Act	Develop mentoring programs pairing experienced faculty with new hires	Deans, HR Department		End of Q1	Enhanced professional growth and retention of faculty
Encouraging the Heart	Introduce a recognition program celebrating academic and non-academic achievements	Deans, Student Affairs Office		Ongoing	Improved moral and motivation among students and staff

Implementation Timeline: Activities will be rolled out sequentially over the next year, starting from Q1 of the academic calendar.

Monitoring and Evaluation: Regular feedback sessions and surveys will assess the effectiveness of each activity in improving leadership practices. Adjustments will be made as necessary to ensure alignment with institutional goals and stakeholder expectations.

This action plan integrates targeted activities aimed at enhancing leadership practices across key dimensions identified in your study. It focuses on practical steps to foster a supportive and visionary environment within medical technology education institutions in the National Capital Region.

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Conclusions:

The findings of this study underscore the critical role of leadership practices in medical technology education institutions within the National Capital Region. Through comprehensive assessment and analysis of perceptions from deans, faculty, and students, significant insights have been gleaned regarding the current state of leadership effectiveness.

The results reveal notable disparities in how leadership practices are perceived among different stakeholders. Deans generally rated themselves higher in leadership engagement compared to faculty and students, highlighting a potential gap in communication and alignment of expectations. Faculty and students, while acknowledging strengths in certain leadership dimensions, identified areas for improvement, particularly in practices related to inspiring a shared vision and encouraging the heart.

Moreover, correlations established between leadership practices and institutional performance metrics such as board examination passing rates and accreditation levels underscore the direct impact of leadership on organizational outcomes. Institutions with higher perceived leadership effectiveness tended to perform better in these metrics, suggesting a strong relationship between effective leadership and overall institutional success.

Based on these findings, an action plan has been proposed to address identified areas for improvement. This plan aims to enhance leadership practices through targeted initiatives that promote ethical modeling, collaborative visioning, innovation, mentorship, and recognition of achievements. By implementing these measures, institutions can foster a culture of excellence, improve stakeholder satisfaction, and ultimately enhance educational outcomes.

In conclusion, while the study highlights strengths in current leadership practices, it also calls for continuous improvement and adaptation to meet evolving challenges in medical technology education. By addressing the identified gaps and leveraging strengths, institutions

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can strengthen their leadership foundation, ensuring sustainable growth and success in the competitive landscape of higher education.

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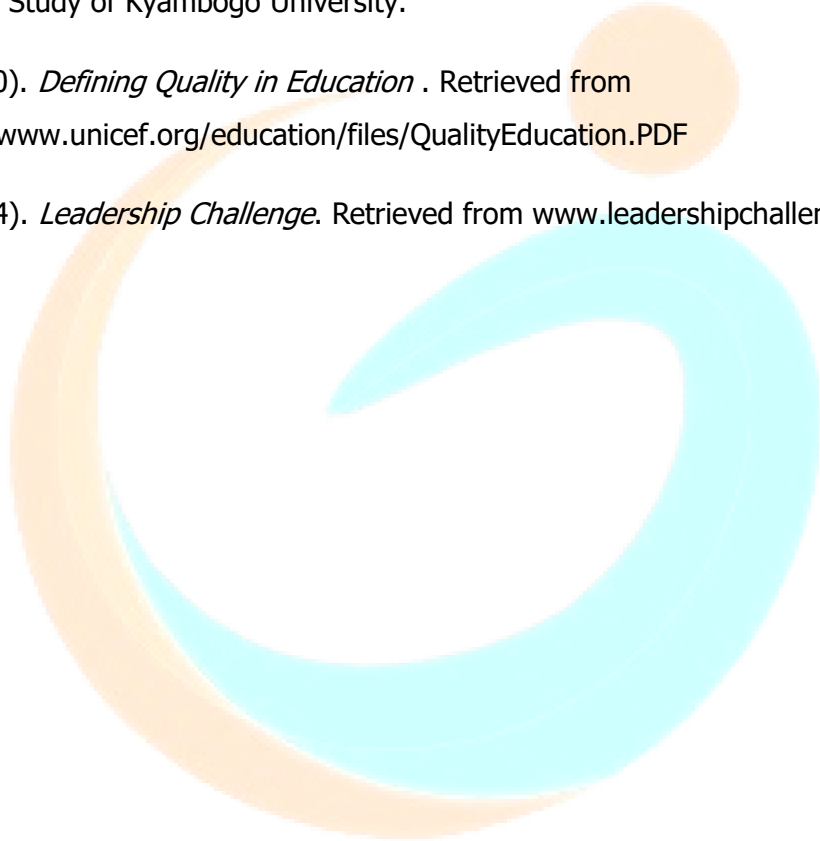
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