

## Transformational leadership and quality of work-life of faculty members of UM Digos College

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### ABSTRACT

This study is conducted to determine the significant relationship between transformational leadership and the quality of work-life of UM Digos College faculty members. A survey questionnaire was utilized to gather data. Pearson product-moment correlation was used to determine the significant relationship between transformational leadership and the respondents' quality of work-life. It is found out that the extent to the faculty members perceives their administrators in practicing transformational leadership are fairly often. The level of quality of work-life of UM Digos College faculty members has a descriptive level of neither agree nor disagree. There is a significant relationship between transformational leadership and the quality of work-life of UM Digos College faculty members. It is recommended that UM Digos College Administrators should come up with programs to transformational leadership and the quality of work-life of faculty members of UM Digos College.

*Keywords: transformational leadership, quality of work-life, descriptive – correlational, UM Digos*

## INTRODUCTION

Over the past decades, transformational leadership has become increasingly popular. The main goals of transformational leadership are to increase the group's level of motivation, and morality, to support a common purpose, and to be able to develop major social changes. On the other hand, a better quality of work-life (QWL) is very important for organizations to achieve their organizational goals. Creating high quality of working life for employees can enhance their productivity and increase their job satisfaction. Organizations that seek to attract and retain qualified, committed, and motivated employees have to understand the term quality of working life and invest in building a desirable one.

In Malaysia, a comparative study revealed a significant difference between the satisfied and unsatisfied group regarding the quality of life. The findings also show that the quality of work-life positively relates to other variables in the organization such as performance, efficiency, organizational commitment, and job satisfaction. The latter is one of the consequences of quality of life. Also, in Iran, it was reported that since there is a direct relationship between the procedures of human resource management and the quality of work-life, reviving the staff's conditions of life through promoting the quality of their work-life is the success key of each organization. Leaders' decisions that might affect their employees' jobs and the job environment in particular, therefore, are matters of concern, such that low work-life quality means the organization is driven by a leader "out of control" (Nazem & Entezari, 2014).

In Davao City, the Philippines, an institution of higher learning reported that the way administrators handled the school has implications for the commitment and quality of work-life of both teaching and non-teaching personnel. It was also reported that while there was a high work-life quality among the school's employees, its leaders were seen to have just the average level of applying transformational leadership. This entails a critical area that can be room for improvement by its leaders (Dadula, 2014).

In Digos City, the educational system's current state becomes madness for college professors and instructors to join the race. As observed, many teachers transfer to the public school system because of the higher and permanent benefits the opportunity offers to them. Upon closer look, the system's influx was also smattered by previous experiences of misunderstanding, cynicism, and low morale in the college setting. As discreetly reported, undefined roles and policies

that curtail college teachers at a restricted level thawed their life in working with these institutions.

Thus, this study intends to ascertain how an institution of higher learning (UM Digos College) and its school administrators have gone so far in practicing transformational leadership, and if its assessed level has something to do with the work-life quality of its existing faculty members. Thus, this study is proposed to be conducted.

## METHOD

This study employs descriptive and correlation methods. The descriptive research method is concerned with the procedures used to organize, describe and summarize data, while correlation design describes the statistical association between two or more variables (Creswell, 2002). These designs are appropriate since the study will describe and examine the relationship of the faculty members' perception of the extent of transformational leadership as practiced by their administrators and their quality of work-life.

Primary data were gathered through survey questionnaires to be distributed to all full- and part-time faculty members of UM Digos College. The inclusion criteria in considering the faculty members' participation must have rendered at least six (6) months continuous service in the College. Universal sampling via complete enumeration is utilized as this study's sampling technique, such that 100 percent of the studied population is expected to participate in the research, which will be made possible with the help of the AVP's Office through the Administrative Officer, who secures the list of the faculty members employed by the College.

This study used the **Multifactor Leadership Questionnaire 5X (Short Form)**. Currently, this is widely used and is the primary quantitative instrument for measuring the construct of leadership by BJ Avolio, BM Bass, DI Jung (2000). The MLQ-5X assesses transformational and transactional leadership. Even though some researchers argue that both transformational and transactional leadership are necessary for effective leadership, this study used only the leadership items (a total of 20 items). An overall leadership rating will be computed using an adjusted mean of the 20 items. Items will be rated on a 5-point Likert scale.

Moreover, the **Quality of Work-life Scale** was used to address the dependent variable of the study. The quality of work-life (QWL) measure is patterned from

Russell (2005) and adopted from the dissertation of Yee (2012), which is used to measure the quality of work-life in two indicators: working conditions and working relationships. The measure consists of 30 items grouped as two indicators: working conditions (10 items) and working relationships (20 items). This will be modified and contextualized to the local setting. The scale also utilizes a five-point Likers scaling.

To address the study's objectives, the weighted mean was used to describe the level or degree of transformational leadership and quality of work-life of the faculty members of UM Digos College. Further, Pearson Product Moment Correlation was used to determine the relationships between transformational leadership and work life quality.

## RESULTS AND DISCUSSION

### *The extent of Faculty Members Perceives their Administrator in Placing Transformational Leadership*

**Attributed Charisma.** Explicated in Table 1 are the data on the extent to which faculty members perceived their administrators in practicing transformational leadership in terms of attributed charisma. Items with the corresponding mean rating are presented as follows: re-examine critical assumptions to question whether they are appropriate got a mean score of 3.33 with a descriptive level of sometimes; talk about most important values and beliefs garnered a mean score of 4.01 with a descriptive level of fairly often; seek differing perspectives when solving problems gained a mean score of 4.01 with a descriptive level of fairly often, and talk optimistically about the future got a mean score with a descriptive level of frequently if not always. This indicator generated a total mean score of 4.52 with a descriptive level of fairly often. This means that the provisions relating to attributed charisma are strongly evident in school administrators/leaders in most cases.

The findings of the result are similar to the Ross (2008), who stated that leaders who interact with their subordinates in ways that are seen by the subordinates as being intellectually challenging, inspirational, sensitively considerate and supportive, and expressing a mission that is representative of their collective views are classed as transformational.

Table 1. *The extent of faculty members perceives their administration in placing Transformational Leadership in terms of Attributed Charisma*

<b>Attributed Charisma</b>	<b>Mean Score</b>	<b>Descriptive Level</b>
Re-examine critical assumptions to question whether they are appropriate	3.33	Sometimes
Talk about the most important values and beliefs	4.01	Fairly Often
Seek differing perspectives when solving problems	4.10	Fairly Often
Talk optimistically about the future	4.52	Frequently if not Always
<b>Total Mean Score</b>	<b>3.99</b>	<b>Fairly Often</b>

**Idealized Influence.** Extracted from Table 2 are the data on the extent to which faculty members perceived their administrators in practicing transformational leadership in terms of idealized influence. Items with the corresponding mean rating are presented as follows: instill pride in others for being associated with me got a mean score of 3.39 with a descriptive level of sometimes; talk enthusiastically about what needs to be accomplished garnered a mean score of 3.20 with a descriptive level of sometimes; specify the importance of having a strong sense of purpose gained a mean score of 3.25 with a descriptive level of sometimes, and spend time teaching and coaching acquired a mean score of 4.51 with a descriptive level of frequently if not always. This means that the provisions relating to idealized influence are evident in the school administrators/leaders.

Table 2. *The extent of faculty members perceives their administration in placing Transformational Leadership in terms of Idealized Influence*

<b>Idealized Influence</b>	<b>Mean Score</b>	<b>Descriptive Level</b>
Instill pride in others for being associated with me	3.39	Sometimes
Talk enthusiastically about what needs to be accomplished	3.20	Sometimes
Specify the importance of having a strong sense of purpose	3.25	Sometimes
pend time teaching and coaching	4.51	Frequently if not Always
<b>OVERALL</b>	<b>3.58</b>	<b>Fairly Often</b>

The study's findings are relevant to the statement of Loscocco and Roschelle (2010). They mentioned that leaders lead change and strive to change their subordinates' orientations toward their job from self-interest to true commitment. Transformational leaders develop their followers (through coaching efforts and personal involvement) to the point where followers can take on leadership roles and perform beyond established standards or goals.

**Inspirational Motivation.** Elucidated from Table 3 is the data on the extent to which faculty members perceived their administrators in practicing transformational leadership in terms of inspirational motivation. Items with the corresponding mean rating are presented as follows: go beyond self-interest for the good of the group got a mean score of 4.08 with a descriptive level of fairly often; treat others as an individual rather than just as a member of the group gained a mean score of 4.01 with a descriptive level of fairly often; act in ways that build others' respect garnered a mean score of 3.59 with a descriptive level of fairly often, and consider the moral and ethical consequences of decisions got a mean score of 4.05 with a descriptive level of fairly often. This indicator garnered a total mean score with a descriptive level of fairly often. This means that the provisions relating to inspirational motivation are evident in the school administrators/leaders in most cases.

The findings of the study apply to the statement of Chen (2014) quoted Bass (2003), who defined inspirational motivation as the leader's ability to articulate an appealing vision of the future, challenge followers with high standards, talk optimistically and with enthusiasm, and provide encouragement and meaning for what needs to be accomplished. Such a concept would be extremely difficult to

Table 3. *The extent of faculty members perceives their administration in placing Transformational Leadership in terms of Inspirational Motivation*

<b>Inspirational Motivation</b>	<b>Mean Score</b>	<b>Descriptive Level</b>
Go beyond self-interest for the good of the group	4.08	Fairly Often
Treat others as an individual rather than just as a member of the group	4.01	Fairly Often
Act in ways that build others' respect	3.59	Fairly Often
Consider the moral and ethical consequences of decisions	4.05	Fairly Often
<b>Total Mean Score</b>	<b>3.93</b>	<b>Fairly Often</b>

communicate, and building trust and respect would be near impossible if the leader did not act morally and ethically.

**Individualized Consideration.** Illuminated in Table 4 is the data on the extent to which faculty members perceived their administrators in practicing transformational leadership in terms of individualized consideration. Items with the corresponding mean rating are presented as follows: display a sense of power and confidence got a mean score of 3.29 with a descriptive level of sometimes; articulate a compelling vision of the future got a mean score of 3.35 with a descriptive level of sometimes; consider an individual as having different needs, abilities, and aspirations from others garnered a mean score of 3.59 with a descriptive level of fairly often; and get others to look at problems from many different angles acquired a mean score of 4.10 with a descriptive level of fairly often. This is indicator garnered a total mean score with a descriptive rating of fairly often. This means that the indicator relating to individualized consideration is evident in the school administrators/leaders in most cases.

Table 4. *The extent of faculty members perceives their administration in placing Transformational Leadership in terms of Individualized Consideration*

<b>Individualized Consideration</b>	<b>Mean Score</b>	<b>Descriptive Level</b>
Display a sense of power and confidence	3.29	Sometimes
Articulate a compelling vision of the future	3.35	Sometimes
Consider an individual as having different needs, abilities, and aspirations from others	3.59	Fairly Often
Get others to look at problems from many different angles	4.10	Fairly Often
<b>Total Mean Score</b>	<b>3.58</b>	<b>Fairly Often</b>

The study's findings apply to the statement of Bass and Avolio (2000), who reported that individualized consideration was a required and fundamental quality of effective leadership. Part of the importance of this element is the leader's ability to align his goals and vision with those of the individual through effective one-to-one interactions, which in turn increase the probability of achieving better organizational results (Chavez, 2013).

**Intellectual Stimulation.** Implicated from Table 5 is the data on the extent to which faculty members perceived their administrators in practicing

transformational leadership in terms of intellectual stimulation. Items with the corresponding mean rating are presented as follows: help others to develop their strengths got a mean score of 3.08 with a descriptive level of sometimes; suggest new ways of looking at how to complete assignments gained a mean score of 3.59 with a descriptive level of fairly often; emphasize the importance of having a collective sense of mission acquired a mean score of 4.10 with a descriptive level of fairly often, and express confidence that goals will be achieved got a mean score of 3.05 with a descriptive level of sometimes. This indicator garnered a total mean score of 3.45 with a descriptive level of sometimes. This means that the provision relating to intellectual stimulation is occasionally evident in the school administrators/leaders.

Table 5. *The extent of faculty members perceives their administration in placing Transformational Leadership in terms of Intellectual Stimulation*

<b>Individualized Consideration</b>	<b>Mean Score</b>	<b>Descriptive Level</b>
Help others to develop their strengths	3.08	Sometimes
Suggest new ways of looking at how to complete assignments	3.59	Fairly Often
Emphasize the importance of having a collective sense of mission	4.10	Fairly Often
Express confidence that goals will be achieved	3.05	Sometimes
<b>Total Mean Score</b>	<b>3.45</b>	<b>Sometimes</b>

The findings are congruent to Luthans (2005) statement, who mentioned Hater and Bass (2003), who added that a leader who considers intellectual stimulation highly invigorates creativity. Leaders think that followers have enough potential for achieving their goals. More creative followers get recognition from leaders but do not criticize if they do not act according to the leader's desire. Intellectual stimulation increased the ability to think uniquely and gave new ideas about problem-solving, and enhances the dilemmas solving skills (Hater & Bass, 2003). On the other hand, it also encourages challenging the status quo and using a high imagination level. Under this situation, they just focus on a task without paying attention to external factors. Thus, followers think about problem-solving that can lead to motivation.

**Transformational Leadership.** The illustration in Table 6 summarizes the extent of faculty members perceiving their administrators in practicing transformational leadership. Indicators with corresponding mean ratings are presented as follows: Attributed Charisma got a mean score of 3.99 with a descriptive level of



frequently if not always; Idealized Influence gained a mean score of 3.58 with a descriptive level of fairly often; Inspirational Motivation acquired a mean score of 3.93 with a descriptive level of fairly often; Individualized Consideration got a mean score of 3.58 with a descriptive level of fairly often, and Intellectual Stimulation got a mean score of 3.45 with a descriptive level of sometimes. This variable garnered a total mean score of 3.70 with a descriptive rating of fairly often. This means that the provisions relating to transformational leadership are evident in the school administrators/leaders in most cases.

Table 6. *Summary of the Extent of faculty members perceive their administration in placing Transformational Leadership*

No.	Transformational Leadership	Mean Score	Descriptive Level
1	Attributed Charisma	3.99	Fairly Often
2	Idealized Influence	3.58	Fairly Often
3	Inspirational Motivation	3.93	Fairly Often
4	Individualized Consideration	3.58	Fairly Often
5	Intellectual Stimulation	3.45	Sometimes
	<b>Total Mean Score</b>	<b>3.70</b>	<b>Fairly Often</b>

The findings are congruent to the statement of Luna (2013) pointed Slocum and Hellriegel, who define leadership as the continuous process of influencing the followers. It is necessary for the leader whom followers should want to follow. Leaders direct and assist the follower's needs and command their loyalty to achieve aims. Leadership is a deed that the person does, but we cannot say that anyone's aggressiveness or strict command. It is two-way communication in which leaders command the followers and the subordinates obey that commands. Good leaders do not decide once; instead, they decide after thinking and mutual understanding.

#### *Level of Quality of Worklife of the Faculty Members of UM Digos College*

**Working Relationships.** Illustrated in Table 7 is the data on the level of quality of work-life of UM Digos College faculty members in terms of Working Relationship. Items with the corresponding mean rating are presented as follows: when I need to make decisions, set policies, make changes and other related matters, there is sufficient efforts made to the opinions and the thoughts of people who work in the school got a mean score of 3.80 with a descriptive level of agree; when I need something from other areas of the organization, I get the support by giving me timely responses to my requests, sharing information with me, etc. got

Table 7. *Level of Quality of Worklife of the Faculty Members of UM Digos College in terms of Working Relationships*

<b>Working Relationships</b>	<b>Mean Score</b>	<b>Descriptive Level</b>
When I need to make decisions, set policies, make changes, and other related matters, there are sufficient efforts made to the opinions and the thoughts of people who work in the school.	3.80	Agree
When I need something from other organization areas, I get support by giving me timely responses to my requests, sharing information with me, etc.	3.10	Neither Agree nor Disagree
My supervisor recognizes my accomplishments.	4.01	Fairly Often
My co-teachers and co-employees value the work that I do in school in the workplace.	3.30	Neither Agree nor Disagree
My students and parents value the work that I do in school.	3.33	Neither Agree nor Disagree
My school does a good job of communicating what's going on throughout the school.	3.20	Neither Agree nor Disagree
I don't hesitate to approach my boss/supervisor/school administrator with my work-related questions and concerns.	3.10	Neither Agree nor Disagree
The teachers are encouraged to share information between work areas and throughout my school.	4.53	Strongly Agree
The quality of the services I do is an important part of how my performance is evaluated.	4.10	Agree
You can see that there are good cooperation and collaboration between work areas within the school.	3.00	Neither Agree nor Disagree
<b>Total Mean Score</b>	<b>3.54</b>	<b>Neither Agree nor Disagree</b>

a mean score of 3.10 with a descriptive level of neither agree nor disagree; my supervisor recognizes my accomplishments got a mean score of 4.01 with a descriptive level of agree; the work that I do in school is valued by my co-teachers and co-employees in the workplace got a mean score of 3.30 with a descriptive level of neither agree nor disagree; the work that I do in school is valued by my students and parents got a mean score of 3.33 with a descriptive level of neither agree nor disagree; my school does a good job of communicating what's going on throughout the school got a mean score of 3.20 with a descriptive level of neither agree nor disagree; I don't hesitate to approach my boss/supervisor/school administrator with my work-related questions and concerns got a mean score of 3.10 with a descriptive level of neither agree nor disagree; the teachers are encouraged to share information between work areas and throughout my school got a mean score of 4.53 with a descriptive level of strongly agree; the quality of the services I do is an important part of how my performance is evaluated got a mean score of 4.10 with a descriptive level of strongly agree; and you can see that there is good cooperation and collaboration between work areas within the school got a mean score of 3.00 with a descriptive level of neither agree nor disagree.

Moreover, this indicator garnered a total mean score of 3.54 with a descriptive level of agree. This means the faculty member has a high quality of work-life in the institution. The study's findings are aligned with Barling, Kelloway, and Iverson (2003) statement. They averred that positive results of work-life quality include reduced absenteeism, lower turnover, and improved employee job satisfaction. QWL enhances employees' dignity through job satisfaction and humanizing the work by assigning meaningful jobs, giving opportunities to develop human capacity to perform well, ensuring job security, adequate pay, and benefits, and providing safe and healthy working conditions (Adhikari & Gautam, 2010).

**Working Conditions.** Illustrated in Table 8 are the data on the level of quality of work-life of UM Digos College faculty members in terms of Working Conditions. Items with the corresponding mean rating are presented as follows: My work that I am doing for my school is personally-satisfying and rewarding got a mean score of 3.10 with a descriptive level of neither agree nor disagree; My job allows me to use my skills and abilities got a mean score of 3.09 with a descriptive level of neither agree nor disagree; The school and the school administrator or supervisor him/herself are giving due recognition to those who are working hard and doing good work got a mean score of 4.10 with a descriptive level of agree; The school gives me a real opportunity to improve my job skills got a mean score of 3.10 with a descriptive level of neither agree nor disagree; I can balance family and work in

Table 8. *Level of Quality of Worklife of the Faculty Members of UM Digos College in terms of Working Conditions*

<b>Working Conditions</b>	<b>Mean Score</b>	<b>Descriptive Level</b>
The work that I am doing for my school is personally-satisfying and rewarding.	3.10	Neither Agree nor Disagree
My job allows me to use my skills and abilities.	3.09	Neither Agree nor Disagree
The school and the school administrator or supervisor/herself are giving due recognition to those working hard and doing good work (e.g., promotions, opportunities for advancement, or other rewards).	4.10	Agree
The school gives me a real opportunity to improve my job skills.	3.10	Neither Agree nor Disagree
I can balance family and work in my school.	3.33	Neither Agree nor Disagree
My work in school can improve my skills level.	3.80	Agree
The school allows me to undergo pieces of training that I need to do my job well.	3.10	Neither Agree nor Disagree
The work area in the school has clear goals that guide me in my decisions.	4.01	Agree
The physical work environment of the school enables me to perform well and do quality work.	3.30	Neither Agree nor Disagree
I feel secured with my job.	3.33	Neither Agree nor Disagree
I am given adequate and fair compensation for the work I do.	3.20	Neither Agree nor Disagree
I am happy that I feel pride and a sense of accomplishment in the work that I do.	4.53	Agree
Management and supervisory style fit with the working environment of the school.	3.00	Neither Agree nor Disagree
My work environment in the school ensures the safety of the job.	3.20	Neither Agree nor Disagree
I have satisfactory working hours in the school.	3.10	Neither Agree nor Disagree
I find meaning with the tasks set before me in the organization.	4.10	Fairly Often
I find satisfaction with the nature of my job in my school.	4.52	Strongly Agree

Table 8. *Level of Quality of Worklife of the Faculty Members of UM Digos College in terms of Working Conditions (cont.)*

I have stimulating opportunities as well as co-teachers and employees in the company.	4.10	Agree
The school gives me autonomy with my job.	4.01	Agree
I am challenged with my present job in the school.	3.00	Neither Agree nor Disagree
<b>Total Mean Score</b>	<b>3.35</b>	<b>Sometimes</b>

my school got a mean score of 3.33 with a descriptive level of neither agree nor disagree; My work in school can improve my skills level got a mean score of 3.80 with a descriptive level of agree; The school allows me to undergo trainings that I need to do my job well got a mean score of 3.10 with a descriptive level of neither agree nor disagree; The work area in the school has clear goals that guide me in my decisions got a mean score of 4.01 with a descriptive level of agree; The physical work environment of the school enables me to perform well and do quality work got a mean score of 3.30 with a descriptive level of neither agree nor disagree; I feel secured with my job got a mean score of 3.33 with a descriptive rating of sometimes; I am given adequate and fair compensation for the work I do got a mean score of 3.20 with a descriptive level of neither agree nor disagree.

On the other hand, items with the corresponding mean rating are presented as follows: I am happy that I feel pride and sense of accomplishment in the work that I do got a mean score of 4.53 with a descriptive level of strongly agree;

Management and supervisory style fits with the working environment of the school got a mean score of 3.00 with a descriptive level of neither agree nor disagree; My work environment in the school ensures the safety of the job got a mean score of 3.20 with a descriptive level of neither agree nor disagree; I have satisfactory working hours in the school got a mean score of 3.10 with a descriptive level of neither agree nor disagree; I find meaning with the tasks set before me in the organization got a mean score of 4.10 with a descriptive level of agree; I find satisfaction with the nature of my job in my school got a means score of 4.52 with a descriptive rating of frequently if not always; I have stimulating opportunities as well as co-teachers and employees in the company got a mean score of 4.10 with a descriptive level of agree; The school gives me autonomy with my job got a mean score of 4.01 with a descriptive level of agree; and I am challenged with my present job in the school got a mean score of 3.00 with a descriptive level of neither agree nor disagree.

Moreover, this indicator garnered a total mean score of 3.35 with a descriptive level of neither to agree nor disagree. This means that the faculty member has moderate quality in the institution. The findings of the study are parallel to the statement of Huang and colleagues (2007). They noted that the quality of work-life is the favorable conditions and environments of the workplace that address employees' welfare and well-being.

**Quality of Worklife.** Illustrated in Table 9 is the summary of the level of quality of work-life of UM Digos College faculty members. Indicators with corresponding mean ratings are presented as follows: Working Relationships got a means score of 3.54 with a descriptive level of neither agree nor disagree. Working Conditions got a mean score of 3.35 with a descriptive level of neither agree nor disagree. This variable garnered a total mean score of 3.44 with a descriptive level of neither to agree nor disagree. This means that the provisions relating to the faculty member's quality of work-life have moderate quality in the institution.

Table 9. *Summary of the Level of Quality of Worklife of the Faculty Members of UM Digos College*

<b>Quality of Worklife</b>	<b>Mean Score</b>	<b>Descriptive Level</b>
Working Relationships	3.54	Agree
Working Conditions	3.35	Neither Agree nor Disagree
<b>Total Mean Score</b>	<b>3.44</b>	<b>Neither Agree nor Disagree</b>

*Significant Relationship between the Transformational Leadership and Quality of Worklife*

Using Pearson Product Moment Correlation of Coefficient, the data on the significance of the relationship between transformational leadership and quality of work-life was determined. It can be examined in Table 10 that the r-value of transformational leadership and quality of work-life of the respondents is 0.079. The p-value is 0.035 in which is lower than the significance level, which is 0.05. Therefore, there is no significant relationship between transformational leadership and the quality of work-life of UM Digos College faculty members. And the hypothesis is accepted.

The study's findings are equivalent to the statement of Rose, Beh, Uli, and Idris (2006). She defined quality of work-life (QWL) as a philosophy or set of principles that people are the most important resource in the organization. He even

mentioned that in a company with high-end technology, manpower is still indispensable.

Table 10. *The significant relationship between Transformational Leadership and Quality of Worklife.*

<b>Variable</b>	<b>r Value</b>	<b>p-Value</b>	<b>Decision</b>	<b>Degree of Relationship</b>
Transformational Leadership Quality of Worklife	.079	0.035	Reject the Hypothesis	There is a Significant Relationship

### CONCLUSION AND RECOMMENDATIONS

Afterward, it was found out by this study that the attributed charisma got a mean score of 4.80 with a descriptive level of frequently if not always; idealized influence gained a mean score of 3.58 with a descriptive level of fairly often; inspirational motivation acquired a mean score of 3.93 with a descriptive level of fairly often; individualized consideration got a mean score of 3.58 with a descriptive level of fairly often, and intellectual stimulation got a mean score of 3.45 with a descriptive level of sometimes. This variable garnered a total mean score of 3.70 with a descriptive rating of fairly often. this means that the provisions relating to transformational leadership are evident in the school administrators/leaders in most cases.

On the other hand, indicators with corresponding mean ratings are presented as follows: Working Relationships got a means score of 3.54 with a descriptive level of neither to agree nor disagree. Working Conditions got a mean score of 3.35 with a descriptive level of neither agree nor disagree. This variable garnered a total mean score of 3.44 with a descriptive level of neither to agree nor disagree. This means that the provisions relating to the faculty member's quality of work-life have moderate quality in the institution.

Using Pearson Product Moment Correlation of Coefficient, the data on the significance of the relationship between transformational leadership and quality of work-life was determined. It can be examined from Table 10 that the r-value of transformational leadership and quality of work-life of the respondents is 0.079. The p-value is 0.035 in which is lower than the significance level, which is 0.05. The hypothesis tested in this study is that there is no significant relationship between transformational leadership and the quality of work-life of UM Digos

College faculty members. Thus, the hypothesis is rejected, and therefore there is a relationship significant relationship between the transformational leadership and quality of work-life of UM Digos College faculty members.

In light of this study's previous findings and conclusion, this research recommended that the UM Digos College Administrators come up with programs concerning transformational leadership and the quality of work-life of faculty members of UM Digos College. Moreover, the Human Resource Management and Development Office should execute transformational leadership to improve the employees' quality of work-life. Thirdly, the faculty members should join activities concerning the improvement of their work life. This will help improve their interpersonal skills and create a work-life balance. Lastly, the future researcher should make a follow-up study on the topic under investigation. Any vital information the study can provide would help them make further or additional research in this area.

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