

Personal Factors and Leadership Skills of Teaching and Non-Teaching Personnel in a Private Sectarian College

Daniel Bert Uy¹, Gilda Abillar², Mary Liezl De la Cruz³, Procoro Gonzaga⁴, Leonie Cecil Uy⁵

¹Consolatrix College of Toledo City, Cebu, Philippines
dnl.bert.uy@gmail.com

²Consolatrix College of Toledo City, Cebu, Philippines

³Consolatrix College of Toledo City, Cebu, Philippines
maryleizldelacruz@gmail.com

⁴Consolatrix College of Toledo City, Cebu, Philippines
joomlastic@gmail.com

⁵Consolatrix College of Toledo City, Cebu, Philippines
leonieuy@gmail.com

Corresponding Author: Jessa A. Sestoso Email: sestosojessa@gmail.com



Abstract — This study investigated the leadership skills of teaching and non-teaching personnel in a private sectarian college in Toledo City, Cebu, and examined differences based on personal factors, specifically sex and educational attainment. Employing a descriptive-comparative design, the study involved 40 purposively selected personnel. Data were gathered through a face-to-face survey using a structured questionnaire measuring six leadership dimensions: communication, decision-making, teamwork, motivation, organization, and personal development. Descriptive statistics (means) were used to assess leadership levels, while Independent Samples T-Test and One-Way ANOVA tested differences by sex and educational attainment. Results showed that overall leadership skills were rated “High” (grand mean = 3.89). Motivation (3.95) and teamwork (4.00) emerged as the strongest dimensions, while communication (3.79) and organization (3.80) reflected areas needing improvement. Sex did not significantly influence leadership skills ($t(38) = 0.78, p = 0.441$), with both male and female personnel reporting similar high ratings. However, educational attainment had a significant effect ($F(6,33) = 3.45, p = 0.009$), with advanced degree holders (Doctorate mean = 4.68, “Very High”) outperforming those with lower educational levels (High School mean = 3.45, “Moderate”). The effect size ($\eta^2 \approx 0.39$) indicated a moderate-to-strong impact of education on leadership competencies. Therefore, leadership skills among personnel are generally strong, but continuous improvement is needed in communication facilitation, decision-making under pressure, and work-life balance. While sex does not differentiate leadership capacity, educational attainment significantly enhances leadership skills, underscoring the importance of advanced education and professional development. The study recommends that sectarian colleges invest in inclusive leadership training and continuing education pathways to cultivate equitable and future-ready leadership across all personnel.

Keywords — leadership skills, personal factors, teaching personnel, non-teaching personnel, sectarian college, educational attainment

I. INTRODUCTION

Leadership in higher education institutions has long been recognized as a critical determinant of organizational effectiveness, employee satisfaction, and institutional growth. While much of the literature has focused on faculty leadership and administrative executives, recent studies emphasize the equally vital role of both teaching and non-teaching personnel in sustaining institutional performance and fostering collaborative cultures [1][2]. In private sectarian colleges, where values-based education intersects with organizational demands, leadership skills among personnel are not only instrumental for academic excellence but also for holistic institutional development.

Leadership skills encompass a wide range of dimensions, including communication, decision-making, teamwork, motivation, organization, and personal development. These competencies are increasingly viewed as dynamic, evolving capacities rather than static traits, shaped by personal and contextual factors [3][4]. Recent frameworks highlight that effective leadership requires both interpersonal and intrapersonal competencies, enabling personnel to navigate complexity, foster collaboration, and drive innovation in educational settings [4].

Moreover, personal factors such as sex and educational attainment have been shown to influence leadership development and practice. Studies in higher education contexts reveal that demographic variables often correlate with differences in leadership style, confidence, and skill application, underscoring the need for nuanced analysis across diverse personnel groups [5][6]. For instance, learning needs analyses of non-teaching staff highlight significant skill gaps that require targeted interventions, while faculty members often demonstrate leadership strengths aligned with pedagogical and academic responsibilities.

Against this backdrop, this study aimed to measure the leadership skills (dimensions: communication skills, decision-making, teamwork, motivation, organization, personal development) of teaching and non-teaching personnel at a sectarian college in Toledo City, Cebu and evaluate its differences between personal factors (i.e., sex, educational attainment). By situating leadership within the interplay of personal attributes and institutional roles, the study contributes to the growing discourse on inclusive leadership development in Philippine higher education. It seeks to provide empirical insights that may inform training programs, policy directions, and institutional strategies for cultivating leadership across all personnel categories.

II. METHODS

This study employed a descriptive-comparative design to describe the level of leadership skills of teaching and non-teaching personnel and to test differences based on personal factors, namely sex and educational attainment. A purposive sampling technique was utilized to ensure that both teaching and non-teaching personnel were represented, leading to 40 participants from a private sectarian college in Toledo City, Cebu.

Data were collected using a survey questionnaire designed to measure leadership skills across six dimensions: communication, decision-making, teamwork, motivation, organization, and personal development. The instrument was structured to capture both self-assessment and perceived competencies relevant to institutional leadership. A 5-point Likert scale (1 = strongly disagree, 5 = strongly agree) was used to guide participants in responding to the five indicators under each dimension. Administration of the instrument was conducted face-to-face, allowing for clarification of items and ensuring higher response accuracy. Descriptive statistics, specifically means, were computed to determine the level of leadership skills across the six dimensions. To test differences between groups, an Independent Samples T-Test was employed for sex, while a One-Way ANOVA was used to examine differences across educational attainment.

The study adhered to ethical research standards by ensuring informed consent, voluntary participation, and confidentiality of responses. Participants were briefed on the purpose of the study, and data were used solely for academic research purposes.

III. RESULT AND DISCUSSION

Leadership Skills of Teaching and Non-Teaching Staff

Table 1: *Level of Leadership Skills across Six Dimensions*

Dimensions	Weighted Mean	Verbal Interpretation
Communication Skills		
I clearly explain ideas to colleagues and students.	4.17	High
I actively listen to feedback from team members.	3.89	High
I adapt my communication style to different audiences.	4.02	High
I provide constructive feedback effectively.	3.57	High
I facilitate open discussions in meetings.	3.28	Moderate
Composite Mean	3.79	High
Decision-Making		
I thoroughly analyze problems before deciding.	4.25	Very High
I make timely decisions even under pressure.	3.36	Moderate
I weigh risks and benefits in my choices.	4.37	Very High
I involve others appropriately in decisions.	3.62	High
I evaluate decision outcomes for improvement.	4.09	High
Composite Mean	3.94	High
Teamwork		
I foster collaboration and conflict resolution.	4.12	High
I resolve conflicts constructively.	3.57	High
I contribute positively to team goals.	4.35	Very High
I support team members' development.	4.18	High
I build trust within work groups.	3.80	High
Composite Mean	4.00	High
Motivation		
I praise others for good performance.	4.53	Very High
I inspire commitment to college goals.	3.78	High
I motivate teams during challenges.	3.54	High
I influence positively without authority.	3.66	High
I recognize individual contributions publicly.	4.23	Very High
Composite Mean	3.95	High
Organization		
I organize work into structured steps.	4.19	High
I anticipate and plan for challenges.	3.91	High
I prioritize tasks effectively.	3.56	High
I manage resources efficiently.	3.79	High
I develop realistic timelines for projects.	3.53	High
Composite Mean	3.80	High
Personal Development		
I seek opportunities for self-improvement.	4.39	Very High
I reflect regularly on my leadership effectiveness.	4.10	High
I pursue professional development actively.	3.65	High
I maintain a work-life balance for sustained performance.	3.49	High
I adapt to change through self-learning.	3.53	High
Composite Mean	3.83	High
Grand Mean	3.89	High

Legend:

4.21–5.00 Ver High

3.41–4.20	High
2.61–3.40	Moderate
1.81–2.60	Low
1.00–1.80	Very Low

Table 1 shows the level of leadership skills among the teaching and non-teaching staff across six dimensions: communication, decision-making, teamwork, motivation, organization, and personal development.

The findings revealed a composite mean of 3.79 (High) for communication skills, with strengths in explaining ideas and adapting communication styles, but moderate performance in facilitating open discussions. This suggests that while personnel are generally effective communicators, opportunities remain in fostering dialogic spaces. Recent scholarship underscores that communication is central to leadership effectiveness in higher education, particularly in navigating organizational change and governance [7][8]. This implies that training programs should emphasize dialogic communication and active facilitation, enabling personnel to balance continuity and change in institutional discourse.

Meanwhile, decision-making scored a composite mean of 3.94 (High), with very high ratings in risk-benefit analysis and problem evaluation, but moderate performance in making timely decisions under pressure. This reflects a cautious and analytical decision-making culture, though agility under stress may be limited. Data-driven and strategic decision-making are increasingly emphasized in educational leadership, ensuring responsiveness to reform and resource allocation [9][10]. The implication is that personnel should be trained to integrate data literacy and adaptive decision-making, balancing thorough analysis with timeliness in dynamic educational contexts.

Teamwork achieved a composite mean of 4.00 (High), with very high ratings in contributing to team goals and strong support for colleagues' development. However, conflict resolution was rated lower, indicating a need for improved strategies in managing disagreements. Collaborative leadership literature highlights that fostering teamwork enhances institutional effectiveness and student achievement [11][12]. The implication is that professional development should include conflict management and collaborative problem-solving, strengthening trust and cohesion within diverse personnel groups.

In addition, motivation was rated 3.95 (High), with very high scores in praising performance and recognizing contributions, but lower ratings in motivating teams during challenges. This suggests personnel excel in positive reinforcement but may struggle to sustain morale under adversity. Studies emphasize that motivational leadership is relational, requiring empathy, transparency, and dynamism to sustain teacher and staff engagement [13][14]. Findings imply that leadership training should focus on resilience-building and motivational strategies during institutional challenges, ensuring sustained commitment to organizational goals.

Moreover, organization skills scored 3.80 (High), with strengths in structuring work and planning, but moderate ratings in prioritization and timeline development. This indicates competence in organization but room for improvement in efficiency and time management. Leadership development frameworks stress that organizational skills are critical competencies for future-ready leaders, particularly in managing resources and adapting to digital transformation [6]. Thus, personnel should be equipped with project management and resource optimization training to enhance organizational effectiveness.

Finally, personal development achieved a composite mean of 3.83 (High), with very high ratings in self-improvement and reflection, but moderate performance in maintaining work-life balance. This reflects strong commitment to professional growth but challenges in sustaining holistic well-being. Leadership development literature emphasizes that continuous learning and adaptability are essential for future-ready leaders [13][15]. The implication is that institutions should provide structured professional development opportunities while promoting wellness programs to ensure sustainable leadership growth.

Test of Difference

Table 2: *Test of Difference between Level of Leadership Skills and Sex*

t-test for Equality of Means	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% CI Lower	95% CI Upper
Equal variances assumed	0.78	38	0.441	0.12	0.15	-0.19	0.43
Equal variances not assumed	0.78	37.8	0.442	0.12	0.15	-0.19	0.43

The results of the independent samples t-test, $t(38) = 0.78$, $p = 0.441$ ($> .05$), indicate that there is no statistically significant difference in leadership skills between male and female personnel. The 95% confidence interval (-0.19 to 0.43) includes zero, further confirming that the population means are equal. Both groups rated their leadership skills at a “High” level, suggesting that sex does not serve as a differentiating factor in this institutional context. This finding aligns with recent studies in educational leadership that emphasize the universality of core leadership competencies across demographic categories. For example, it has been found that interpersonal and intrapersonal leadership competencies are shaped more by organizational culture and professional development opportunities than by sex [16]. Similarly, leadership effectiveness is increasingly evaluated through skill mastery and adaptability rather than demographic distinctions [6]. Thus, leadership development programs in sectarian colleges should focus less on sex-based differences and more on inclusive, skill-based training that enhances communication, decision-making, teamwork, motivation, organization, and personal development for all personnel. This reinforces the idea that leadership capacity is a shared institutional responsibility, not confined to demographic attributes.

Table 3: *Test of Difference between Level of Leadership Skills and Educational Attainment*

Test	F	df (between)	df (within)	Sign. (p-value)
Levene's Test	1.23	6	33	0.312
One-Way ANOVA	3.45	6	33	0.009

Levene's test nonsignificant ($p > .05$), One-Way ANOVA test significant ($p < .05$)

The results of the one-way ANOVA, $F(6,33) = 3.45$, $p = 0.009$, demonstrate that educational attainment significantly influences leadership skills among teaching and non-teaching personnel. The nonsignificant Levene's test ($p = 0.312$) confirmed homogeneity of variances, validating the ANOVA results. Post-hoc comparisons revealed that personnel with advanced degrees (e.g., Doctorate: mean = 4.68, “Very High”) scored substantially higher in leadership skills compared to those with lower educational attainment (e.g., High School: mean = 3.45, “Moderate”). The effect size ($\eta^2 \approx 0.39$) suggests a moderate-to-strong impact, highlighting that higher education correlates with stronger leadership competencies. This finding resonates with recent scholarship emphasizing the role of educational attainment in shaping leadership capacity. For instance, Alonzo [5] noted that advanced academic preparation equips personnel with broader analytical and interpersonal skills, enhancing their leadership effectiveness. Similarly, Kumar [15] argued that leadership development frameworks increasingly integrate formal education as a foundation for mastering complex organizational competencies. Importantly, research reinforces that higher education fosters adaptability and strategic thinking, both critical for leadership success in contemporary institutions [6]. Therefore, sectarian colleges should invest in continuing education and professional development pathways for personnel, ensuring that leadership skills are cultivated across all educational levels. By supporting graduate studies, certifications, and structured training, institutions can bridge skill gaps and promote equitable leadership development. This approach not only strengthens organizational performance but also aligns with the broader vision of inclusive and future-ready higher education leadership.

IV. CONCLUSION

Overall leadership skills were consistently demonstrated as “High,” with notable strengths in motivation, teamwork, and personal development, and areas for improvement in facilitating open communication, timely decision-making, and work-life balance.

Importantly, sex did not significantly differentiate leadership skills, underscoring the universality of leadership competencies across demographic categories. In contrast, educational attainment demonstrated a significant effect, with personnel holding advanced degrees exhibiting stronger leadership skills than those with lower educational backgrounds. These results highlight the critical role of continuing education and professional development in cultivating leadership capacity. Therefore, sectarian colleges should prioritize inclusive, skill-based training while investing in structured educational pathways to strengthen leadership competencies across all personnel. By doing so, institutions can foster equitable leadership development, enhance organizational effectiveness, and align with the broader vision of future-ready higher education leadership.

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