

Transformational and Transactional Leadership Competencies of the Head of Different Agencies in Basilan Province, Philippines

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Abstract— The purpose of the study was to determine the transactional and transformational leadership competencies of heads of different government agencies in Basilan Province. A descriptive-quantitative research design was used. A self-administered survey questionnaire was administered to a sample of 30 heads of different government agencies in Basilan Province. Out of 30 respondents, 20 among them were male, 40% of them were fifty-six years old or above, most of them (78%) are at least a master's degree holder, and 40% from them have at most five years in service as head of their respective agency. The heads of different government agencies have well-developed competency for both the transformational and transactional aspect. Moreover, significant differences in the level of competencies of the respondents were not established on gender, age group, highest educational attainment, and length of service as head of agency in Basilan Province.

Keywords— Basilan, competency, head of agency, transformational, transactional, leadership.

I. INTRODUCTION

Leadership is about creating visions among groups of people [16], a relationship between the heads and their subordinates [21], and it is shaped by time, and values to overcome challenges [3]. Thus, leadership can mean a process or activity where the head influences its followers to achieve its vision. From the researchers' perspective, leadership has been defined according to traits, behavior, patterns, role relationships, perceptions, influence, and culture [33].

Likewise, management is part of the leadership on which the management role should ensure that resources and processes remain intact and functional in an organization. The leader as the manager should keep balance with the environment [13]. All activities should be directed using the agency's resources to achieve the agency's goals efficiently and effectively [14]. In addition, it is the management aspect to portray integrity and maintain balance within the environment [29] and enable employees to work together to achieve common goals and objectives [20].

Leadership is a widely regarded subject in the business sector because of the contributory factors to its success. Two of the most common styles of leadership are transactional and transformational leadership. Transactional leadership, also known as management leadership, is based on managers' and subordinates' interactions. The subordinates will be given rewards for every accomplished task or goal. The reward incentives were provided by the head to recognize the

accomplishment of every subordinates. However, the limitation of the transactional manager is more on the achievement of the task in a natural way which is not open to innovation [1]. Likewise, transformational leadership was introduced by James MacGregor Burns in 1978 in his seminal piece "Leadership". Transformational leadership is about inspiring or motivating the subordinates that go beyond rewards and incentives, transforming the usual way of the employees in which the leader works with the subordinates and accepts changes throughout the process of accomplishing the organizational goals [30]. It is a leadership style that operates under the leader's close supervision, which increases intrinsic motivation [1].

There are a few differences between transactional and transformational leadership. For instance, transactional leaders (or managers) ensure that the routine work of all employees is done according to its purpose naturally. In contrast, transformational leaders add value to the initiative of the employees. According to Subhi [30], transactional leadership emphasizes the relationship between the leader and followers. All planning and execution are centered on the head, while transformational leadership emphasizes the subordinates' values, morals, and ideals, focusing on the innovative way through team decisions. However, Bass [9] argued that transactional leadership is still a foundation or basis of transformational leadership.

According to Al-Maliki and Juan [4], leadership and management are widely discussed. The most common studies focus more on leadership styles in which both transactional and transformational leadership are part of these leadership styles. For instance, leadership styles have a significant effect on organizational performance in small-scale enterprises [22], employees' commitment [7], and managing role conflicts [4]. Another study shows that the only leaders who can overcome the current managerial challenges are specific values, attitudes, competencies, abilities, and professional characteristics [23]. Another finding shows a relationship between leadership competencies and cultural values [8].

According to Aarons [1], transformational and transactional leadership are two well-studied leaderships that has been assessed by Multifactor Leadership Questionnaire (MLQ). For example, the relationship between transformational and transactional leadership on cognitive differentiation and persuasive skills [10], personal

competencies [18], mentoring competencies [26], dimensions of positive psychological empowerment [25], employees' competency for organizational performance [6], employees' work outcome [15], and competencies of managers in banking organization [28]. While these findings were not generalizable for all types of organizations but to some extent can be carried out and applied to all kinds of organizations, including government agencies, because agencies function similarly to business organizations.

On the other hand, specific competencies are needed to perform optimally in a management position [17]. As leaders, the head of any government agency undertakes the organization's direction and coordination [5]. Hence, the competencies of the head as the leader of the organization are essential to ensure the effectiveness of services and motivate the subordinates to achieve the organization's vision [4]. Moreover, the head's competencies may contribute to the smooth implementation of its mandate and accomplish the organization's objectives and goals.

The Management and Leadership Questionnaire (MLQ) has not emphasized the application to the head of some government agencies since these agencies have fixed clientele or have fixed mandates which are, in most cases were not bound to changes or innovation. However, the literature suggests that understanding the transactional and transformational competencies will provide helpful information about the focus of the heads in realizing the agency's goals and objectives. Looking at our present government agencies in Basilan, the heads of different government agencies play a vital role in supporting the provincial government in decision making or achieving the local goals. Thus, the competencies of the leader form a crucial part in attaining the highest development goals. The lack of information or research findings on the transactional and transformational leadership competencies in a local context makes this study unique. There are few studies about leadership in a local context but not directly about transactional and transformational leadership. Existing local researches focus on the leadership of educational administrators as the subject of the study and its relationship to other variables such as the job satisfaction of teachers [27], performance-based bonus [19], and management competencies of school heads in Basilan [11]. Further, the above-mentioned local studies used another instrument other than the MLQ. From the relevant literature reviewed, most of the research findings were on the relationship of leadership styles to other variables and had some variances in their conclusions which causes to consider the influence of the demographic variables on the transformational and transactional leadership competencies for the Basilan context. The current study aimed to determine the competencies of the heads of different agencies and provides helpful information for the effective implementation of the provincial government's plans, programs, and activities. Thus, it is imperious in understanding the competencies of the different heads of government agencies in the province.

II. METHODOLOGY

A descriptive-quantitative research design was used and the respondents was the 33 heads of different government agencies in Basilan Province, Philippines. The main instrument used in gathering data was the quantitative survey instrument adapted from the Management and Leadership Questionnaire (MLQ30), a thirty-item questionnaire used to measure management and leadership competencies, as adopted by John Smith in 2017 and developed by myskillprofile.com. This instrument is a self-administered instrument that the respondents can answer without the help of the researcher.

There were two parts to the Quantitative Survey Instruments. Part One sought to draw the demographic information of the respondents. Part Two of the instruments were used to assess the competency level of the heads of different agencies in Basilan Province. A Five-Point Likert Scale was used. Table 1 shows the rating scale used and its equivalent description.

TABLE 1. Rating Scale and Descriptive Equivalent

Rating	Interval	Descriptive Equivalent
1	1.00 – 1.49	Least-Developed Competency
2	1.50 – 2.49	Less-Developed Competency
3	2.50 – 3.49	Moderately well-developed Competency
4	3.50 – 4.49	Well-Developed Competency
5	4.50 – 5.00	Very Well-Developed Competency

The quantitative instrument will not undergo a validity process since it is a well-established and validated instrument used to determine transformational and transactional competencies. However, since the questionnaire was intended for business organizations, some items were re-phrased to cope with the intended subject without altering its thought and purpose. Experts were consulted to validate the rephrase items. The instrument underwent a reliability test to cope with local settings. The questionnaire was administered to selected agency or department heads under the local government unit of Isabela City. The rating was analysed for internal consistency via Cronbach's Alpha and yielded an alpha value of 0.936 which shows very high reliability.

A self-administered instrument was distributed to each respondent and ample time was provided for the respondents to think of the appropriate answer to each item. After around two weeks, the instrument was retrieved personally by the researcher. Every accomplished research questionnaire was further evaluated by the researcher for quality control. All evaluated accomplished questionnaires were encoded and rechecked for any typographical error on the value for every item of the instrument.

III. RESULTS AND FINDINGS

In this section, data gathered will be presented, analysed, and interpreted according to the specific research objectives starting from demographic profile to the differences on competency between these demographic groupings.

Demographic profile

The following tables show the frequency distribution of the respondents when they are grouped according to some

socio-demographic profile. Table 6 shows the frequency distribution of the respondents when they are grouped according to their gender.

TABLE 2. Frequency distribution of respondents grouped according to the gender

Gender	Frequency	Percentage	Rank
Male	20	66.70%	1
Female	10	33.30%	2
TOTAL	100	100.0 %	

Data shows that most of the respondents were males (66.70%) with around one-third being females (33.30%).

The following table shows the frequency distribution of respondents when they are grouped according to their age group.

TABLE 3. Frequency distribution of respondents grouped according to the age

Highest Educational Attainment	Frequency	Percentage	Rank
30 years old or less	2	6.70%	4
36 to 45 years old	6	20.00%	3
46 to 55 years old	10	33.30%	2
56 years old or more	12	40.00%	1
TOTAL	100	100.0 %	

Data in the tables show that respondents mostly were older (40.00%) on which among them were above 55 years old and followed by those age range of 46 to 55 years old (33.30%). Few respondents were younger than 46 years (26.70%).

The following table shows the frequency distribution of respondents when they are grouped according to their highest educational attainment.

TABLE 4. Frequency distribution of respondents grouped according to the highest educational attainment

Highest Educational Attainment	Frequency	Percentage	Rank
Baccalaureate Degree	5	16.70%	2
With Masteral Units	2	6.70%	3
Master's Degree	18	60.00%	1
At least with Doctoral Units	5	16.70%	2
TOTAL	100	100.0 %	

Data shows that most respondents were a master's degrees (60.00%). An equal number of respondents with a baccalaureate degrees or with at least have doctoral units.

The following table shows the frequency distribution of respondents when they are grouped according to their length of service as the head of their specific agency.

TABLE 5. Frequency distribution of respondents grouped according to Length of Service as the Head

Length of Service	Frequency	Percentage	Rank
5 years or less	12	40.00%	1
6 to 15 years	8	26.70%	3
16 years or more	10	33.30%	2
TOTAL	100	100.0 %	

Data shows that most respondents have at least six years in service (60.00%), and the rest have at most five years in service.

Transformational Leadership

The following table shows the mean level of competencies of respondents in strategic and creative under transformational leadership.

TABLE 6. Respondent's level of competencies in the strategic and creative component of the transformational leadership domain

Strategic and Creative	Mean	Qualitative Interpretation
1. Keep up to date with regional trends, review the organization's position, and develop the agency's relationships in the region.	4.33	Well-Developed Competency
2. See the big picture, pick up changes in the workplace, review and analyze the agency's strategy.	3.97	Well-Developed Competency
3. Keep up with advances in the agency's area, benchmark performance against leaders of other agencies, and seek advice from experts.	4.30	Well-Developed Competency
4. Help people to think differently about a problem, get buy-in for creative ideas, and turn novel ideas into reality.	4.27	Well-Developed Competency
5. Read and interpret fiscal reports, set fiscal targets, and review and improve fiscal performance.	4.63	Very Well-Developed Competency
Area Total	4.30	Well-Developed Competency

Under the strategic and creative component of the transformational leadership competency, data shows that the respondents have "very well-developed competency" on item 5. Moreover, the respondents have "well-developed competency" on items 1,2, 3, and 4. Overall, the respondents have "well-developed competency" in the component of the strategic and creative transformational leadership domain.

The following table shows the mean level of competencies of respondents on leading and deciding under transformational leadership.

TABLE 7. Respondent's level of competencies in leading and deciding components of the transformational leadership domain

Leading and Deciding	Mean	Qualitative Interpretation
6. Help new employees get up to speed quickly, give people challenging job assignments, and monitor people's performance.	4.47	Well-Developed Competency
7. Communicate high expectations of people, trust capable people to do their work, and celebrate team achievement.	4.40	Well-Developed Competency
8. Provide people with assignments to develop their skills, give timely coaching, and act as a role model for development.	4.43	Well-Developed Competency
9. Define acceptable workplace behavior, challenge bias, and intolerance, and act as a role model of inclusive behavior.	4.40	Well-Developed Competency
10. Assess options and risks, consult people and take their views and ideas into account, and act decisively.	4.63	Very Well-Developed Competency
Area Total	4.47	Well-Developed Competency

Under the leading and deciding component of the transformational leadership competency, data shows that the respondents have "very well-developed competency" on item 10. Moreover, the respondents have "well-developed competency" on items 6, 7, 8, and 9. Overall, the respondents

have "well-developed competency" in the component of leading and deciding on the transformational leadership domain.

The next table shows the mean level of competencies of respondents in developing and changing under transformational leadership.

TABLE 8. Respondent's assessment of the level of competencies in developing and changing components of the transformational leadership domain

Developing and Changing	Mean	Qualitative Interpretation
11. Start tasks right away, get things done quickly, and be ready to go the extra mile.	4.33	Well-Developed Competency
12. Do what is right despite personal risk, say no when necessary, and have the courage to take tough decisions.	4.53	Very Well-Developed Competency
13. Seek feedback, set personal development goals, and show a sense of humor and perspective.	4.43	Well-Developed Competency
14. Sell the benefits of change, model the change expected of others, and establish roles and structures to support change.	4.23	Well-Developed Competency
15. Adapt quickly to new situations, handle stress successfully, and keep composure in difficult circumstances.	4.37	Well-Developed Competency
Area Total	4.38	Well-Developed Competency

Under the developing and changing composition of the transformational leadership competency, data shows that the respondents have "very well-developed competency" on item 12. Moreover, the respondents have "well-developed competency" on items 11, 13, 14, and 15. Overall, the respondents have "well-developed competency" in the component of developing and changing the transformational leadership domain.

Transactional Leadership

The following table shows the mean level of competencies of respondents in implementing and improving under transformational leadership.

TABLE 9. Respondent's assessment on the level of competencies in implementing and improving components of the transactional leadership domain

Implementing and Improving	Mean	Qualitative Interpretation
16. Provide direction and support, delegate responsibility to the appropriate people, and hold people accountable for delivery.	4.53	Very Well-Developed Competency
17. Allocate responsibility for improvement, learn lessons from process breakdowns, and improve agency processes.	4.13	Well-Developed Competency
18. Set high standards for customer service, exceed client expectations, and resolve customer issues quickly.	4.53	Very Well-Developed Competency
19. Gather information from a wide variety of sources, approach problems from different angles, and brainstorm possible solutions with others.	4.23	Well-Developed Competency
20. Develop bold plans, obtain resources to carry out projects, and manage critical dependencies and risks.	3.87	Well-Developed Competency
Area Total	4.26	Well-Developed Competency

Under the implementing and improving component of the transactional leadership competency, data shows that the respondents have "very well-developed competency" on items 16 and 18. Moreover, the respondents have "well-developed competency" on items 17, 19, and 20. Overall, the respondents have "well-developed competency" in the component of implementing and improving the transactional leadership domain.

The following table shows the mean level of competencies of respondents in communicating and presenting under transactional leadership.

TABLE 10. Respondent's assessment on the level of competencies on communicating and presenting components of the transactional leadership domain

Communicating and Presenting	Mean	Qualitative Interpretation
21. Create a climate where people share views and ideas, and exchange information with the team, bosses, and stakeholders.	4.27	Well-Developed Competency
22. Promote views and ideas, influence people by addressing their needs and priorities, and negotiate effectively.	4.30	Well-Developed Competency
23. Know which emotions you are feeling and why and handle other people's feelings and emotions sensitively.	4.33	Well-Developed Competency
24. Demonstrate presence, communicate with self-assurance, and give effective presentations to groups.	4.30	Well-Developed Competency
25. Produce written reports, write effectively for different audiences, and edit other people's written work skilfully.	4.13	Well-Developed Competency
Area Total	4.27	Well-Developed Competency

Under the implementing and improving component of the transactional leadership competency, data shows that the respondents have "well-developed competency" on all items. Overall, the respondents have "well-developed competency" in the component of communicating and presenting the transactional leadership domain.

The following table shows the mean level of competencies of respondents in relating and supporting under transactional leadership.

TABLE 11. Respondent's assessment on the level of competencies in relating and supporting components of the transactional leadership domain

Relating and Supporting	Mean	Qualitative Interpretation
26. Work effectively with other people, build rapport and keep others in the loop, and use networks to get things done.	4.03	Well-Developed Competency
27. Put people at ease, pay attention to feelings and emotions, and listen without interrupting.	4.23	Well-Developed Competency
28. Act in accordance with your values and principles, give consistent messages, and keep promises.	4.33	Well-Developed Competency
29. Encourage debate, bring disagreements into the open, and address and resolve conflict early.	3.73	Well-Developed Competency
30. Set the team's direction and priorities, review the team's successes and failures, and help team members work well together.	4.33	Well-Developed Competency
Area Total	4.13	Well-Developed Competency

Under the implementing and improving component of the transactional leadership competency, data shows that the respondents have "well-developed competency" on all items. Overall, the respondents have "well-developed competency" in the component of relating to and supporting the transactional leadership domain.

Overall

Generally, the following table shows the overall mean level of competencies of respondents in transformational leadership and transactional leadership.

TABLE 12. Respondent's overall mean level of competencies including the transformational leadership and transactional leadership domain

Competency Domain	Mean	Qualitative Interpretation
Transformational Competency	4.38	Well-Developed Competency
Transactional Competency	4.22	Well-Developed Competency
Generally	4.30	Well-Developed Competency

The overall mean level of competencies of the respondents in both transformational leadership and transactional leadership is "well-developed competencies". Generally, the competency of the respondents is "well-developed competency." That is, the heads of different agencies in Basilan Province are considered as practical head who possesses moderately well-developed skills and competencies in transformational and transactional leadership as a whole.

This finding is similar to the study of Limsila and Ogunlala [18] which revealed that transformational leadership is the primary leadership style practice by managers in Czech companies while the moderate competencies in both the transactional and transformational competencies show that these competencies were the leadership styles mainly practice by the heads of government agencies in Basilan. Also, the moderate competencies level of the head offers an active perception which is comparable to the study of Zuzak, Rymesova, and Horalikova [34] which revealed that competencies are perceived as dynamic rather than static.

Moreover, most managers have leadership competencies, as found in the study of Rusu, Sandu, and Jaba [24], and the study of Steyn and Van Staden [29], which parallel these findings that the heads have competencies.

Gender

The next table shows the computed t-value and p-value of rating when grouped according to the gender of the respondents.

TABLE 13. Distribution of the inferential computations of the quantitative data when respondents were grouped according to their gender

Domain	t-Value	p-Value	Interpretation
Transformational Competency	-0.973	0.339	Fail to reject the H₀
strategic and Creative	-1.297	0.205	Fail to reject the H ₀
Leading and Deciding	-0.828	0.415	Fail to reject the H ₀
Developing and Changing	-0.296	0.770	Fail to reject the H ₀
Transactional Competency	-0.495	0.625	Fail to reject the H₀
Implementing and Improving	-0.574	0.570	Fail to reject the H ₀
Communicating and Presenting	-1.468	0.153	Fail to reject the H ₀
Relating and Supporting	1.163	0.255	Fail to reject the H ₀
Overall	-0.761	0.453	Fail to reject the H₀

Using a student t-test for two independent variables with a significant level of 0.05, not enough evidence to reject the hypothesis has been established on both the transformational leadership and transactional leadership competencies, including its specific component variables, as perceived by the heads of different agencies in Basilan Province when they are grouped according to their gender. That is, there is no significant difference between male and female heads of various agencies in Basilan Province on the level of competencies in both transformational and transactional leadership, including all its components. It implies that either male or female heads of any agencies in Basilan Province have the same competence in leadership and management aspects.

This finding is similar to the study of Sims, Carter, and De Peralta [26] on which gender is not associated with leadership style, that is, gender does not determine the difference in the competencies of the heads.

Age

The next table shows the computed F-value and p-value of rating when grouped according to the age of the respondents.

TABLE 14. Distribution of the inferential computations of the quantitative data when respondents were grouped according to their age

Domain	F-Value	p-Value	Interpretation
Transformational Competency	1.174	0.339	Fail to reject the H₀
strategic and Creative	0.866	0.471	Fail to reject the H ₀
Leading and Deciding	1.320	0.289	Fail to reject the H ₀
Developing and Changing	0.477	0.701	Fail to reject the H ₀
Transactional Competency	0.253	0.859	Fail to reject the H₀
Implementing and Improving	0.456	0.715	Fail to reject the H ₀
Communicating and Presenting	0.543	0.657	Fail to reject the H ₀
Relating and Supporting	1.672	0.197	Fail to reject the H ₀
Overall	0.523	0.670	Fail to reject the H₀

Using One-Way Analysis of Variance (ANOVA) with a significant level of 0.05, not enough evidence to reject the hypothesis has been established on both the transformational leadership and transactional leadership competencies, including its specific component variables, as perceived by the heads of different agencies in Basilan Province when they are grouped according to their age. That is, there is no significant difference between the age groups of the heads of various agencies in Basilan Province on the level of competencies in both transformational and transactional leadership, including all its components. It implies that regardless of the age of the heads of agencies in Basilan Province, they possess the same competency in leadership and management aspects.

Highest Educational Attainment

The next table shows the computed F-value and p-value of rating when grouped according to the highest educational attainment of the respondents.

TABLE 15. Distribution of the inferential computations of the quantitative data when respondents were grouped according to their highest educational attainment

Domain	F-Value	p-Value	Interpretation
Transformational Competency	1.284	0.303	Fail to reject the H₀
strategic and Creative	0.629	0.646	Fail to reject the H ₀
Leading and Deciding	0.622	0.651	Fail to reject the H ₀
Developing and Changing	2.534	0.065	Fail to reject the H ₀
Transactional Competency	0.734	0.578	Fail to reject the H₀
Implementing and Improving	1.279	0.305	Fail to reject the H ₀
Communicating and Presenting	0.714	0.590	Fail to reject the H ₀
Relating and Supporting	0.401	0.806	Fail to reject the H ₀
Overall	1.141	0.360	Fail to reject the H₀

Using One-Way Analysis of Variance (ANOVA) with a significant level of 0.05, not enough evidence to reject the hypothesis has been established on both the transformational and transactional leadership competencies including its specific component variable, as perceived by the heads of different agencies in Basilan Province when they are grouped according to highest educational attainment. That is, there is no significant difference between the highest educational attainment of the heads of different agencies in Basilan Province on the level of competencies in both transformational and transactional leadership, including all its components. It implies that regardless of the highest educational attainment of the heads of agencies in Basilan Province, they possess the same competency in leadership and management aspects.

Length of Service

The next table shows the computed F-value and p-value of rating when grouped according to the length of service as heads of different agencies in Basilan Province.

TABLE 16. Distribution of the inferential computations of the quantitative data when respondents were grouped according to their length of service as head

Domain	F-Value	p-Value	Interpretation
Transformational Competency	0.043	0.958	Fail to reject the H₀
Strategic and Creative	0.271	0.765	Fail to reject the H ₀
Leading and Deciding	0.409	0.669	Fail to reject the H ₀
Developing and Changing	0.048	0.953	Fail to reject the H ₀
Transactional Competency	0.056	0.946	Fail to reject the H₀
Implementing and Improving	0.255	0.777	Fail to reject the H ₀
Communicating and Presenting	0.203	0.817	Fail to reject the H ₀
Relating and Supporting	0.308	0.738	Fail to reject the H ₀
Overall	0.072	0.930	Fail to reject the H₀

Using One-Way Analysis of Variance (ANOVA) with a significant level of 0.05, not enough evidence to reject the hypothesis has been established on both the transformational and transactional leadership competencies, including its specific component variable, as perceived by the heads of different agencies in Basilan Province when they are grouped according to their length of service as the head. That is, there

is no significant difference between the length of service of respondents as heads of different agencies in Basilan Province on the level of competencies in both transformational and transactional leadership, including all its components. It implies that regardless of the length of service of the respondents as heads of different agencies in Basilan Province, they possess the same competency in leadership and management aspects.

Transformational vs. Transactional

Tested at 0.05 level of significance, a Pearson product-moment correlation (Pearson-r) was used to determine the relationship between the transformational and transactional leadership competencies of the heads of different agencies in Basilan Province. The data shows a strong, positive correlation between the transformational and transactional leadership competencies of the heads of various agencies in Basilan Province, which was statistically significant ($r=0.708$, $p<0.005$). It shows that transformational competency strongly contributes to the transactional competency and vice versa of the heads of different agencies in Basilan Province.

Many studies show that the competencies have a significant relationship to other variables such as positive attitudes of the head [1], high work quality from subordinates [18], work quantity from subordinates [18], problem-solving creativity from subordinates [18], decisiveness and self-confidence of the head [32], cultural values in police organizations [8], employees' commitment [2], and mentoring [26]. Although the present study examined the relationship of the transactional and transformational competencies of the head, it somehow shows that transformational competencies have a strong positive relationship with the transactional competencies and vice versa indicates that these competencies can be a predictor of many variables as mentioned in the previous study.

A study by Crawford and Strohkirch [10] shows that transformational leadership is unrelated to transactional leadership, which negates the result of the study. However, they did not use the MLQ instrument but instead analyzed the data from the two cohorts using a quasi-experimental design. Moreover, Aarons [1] shows that transformational and transactional leadership predicts specific competencies which affirms the current study that transformational competencies have a positive correlation with transactional competencies. However, the study of Limsila and Ogunlala [18] shows that transformational leadership generates higher outcomes as compared to transactional while the survey of Drogulski [12] shows that team effectiveness has a positive correlation to transformational leadership but is negatively correlated to transactional leadership. This indicates that the current study in some aspects contradicts the two studies mentioned such as Limsila and Ogunlala [18], and Drogulski [12].

IV. CONCLUSION

The findings of the study revealed that not enough evidence has been established to reject the hypotheses on the significant differences in the competency level of transformational and transactional leadership when data were

grouped according to gender, age, highest educational attainment, and length of service of the heads of different agencies in Basilan Province. Therefore, based on these findings, it shows the following:

1. The male and female heads of different agencies in Basilan Province on both transformational and transactional leadership competencies are the same.
2. The transformational and transactional leadership competencies of the heads of different agencies in Basilan Province, regardless of their age, are the same.
3. The transformational and transactional leadership competencies of the heads of different agencies in Basilan Province, regardless of their highest educational attainment, are the same.
4. The transformational and transactional leadership competencies of the heads of different agencies in Basilan Province, regardless of their length of service as the head, are the same.

Moreover, it also shows that there was a strong and positive correlation between the transformational and transactional leadership competencies of the heads of different agencies in Basilan Province. That is, transformational leadership competency was positively correlated to transactional leadership competency and vice versa.

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