

Transformational Leadership and Work-Life Balance: Exploring the Impact on Administrators' Well-being in Tertiary Education Institutions in Basilan Province

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Abstract—This study explores the relationship between transformational leadership and work-life balance among administrators in private tertiary education institutions (TEIs) in Basilan Province. Utilizing a quantitative research design, the initial participant pool consisted of 33 administrators selected through total enumeration; however, the final analysis was conducted with 28 respondents after five opted out of the survey. Data collection involved the Multifactor Leadership Questionnaire (MLQ), developed by Bruce Avolio and Bernard Bass, to assess various leadership styles, in addition to the Work-Life Balance Scale (WLBS), which incorporates multiple instruments to measure work-life balance. The results indicate a leadership style that blends transformational qualities with elements of authoritarianism, represented by a mean score of 2.79. Administrators demonstrate strengths in empowerment, communication, and personal development, yet there is significant room for improvement in establishing clear performance expectations and nurturing collaboration. Work-life balance was rated lower, with a mean score of 1.9762, revealing that work demands frequently encroach upon personal well-being. Correlation analysis revealed an extremely weak positive relationship (0.022) between leadership qualities and work-life balance, accompanied by a high *p*-value (0.913), which signifies a lack of statistical significance. These findings imply that the leadership style has minimal impact on work-life balance, suggesting the presence of other influential factors. This study supports existing literature on the beneficial effects of transformational leadership on employee engagement and emphasizes the need for further investigation into additional variables that may affect work-life balance.

Keywords— Transformational Leadership, Work-Life Balance, Private Tertiary Education, Basilan province, Well-being.

I. INTRODUCTION

The evolving landscape of modern organizations highlights the critical relationship between leadership practices and employee well-being, particularly in the context of work-life balance [2]. This study delves into the intricate dynamics between transformational leadership and work-life balance, aiming to clarify how different leadership styles influence employees' overall well-being both professionally and personally.

Effective leadership is essential for cultivating a supportive work environment where employees can thrive [16]. When employees feel valued, research indicates that they exhibit higher levels of engagement, productivity, and well-being [9]. Achieving a healthy work-life balance through proactive

leadership is crucial for preventing burnout and enhancing overall well-being [5].

The modern workplace, characterized by its fast-paced, hyper-connected, and often non-traditional hours, complicates employees' ability to balance professional responsibilities and personal lives [6]. As a result, the importance of achieving work-life balance has grown significantly [15]. This balance not only increases personal satisfaction, but also contributes to job satisfaction and organizational success [4].

Transformational leadership plays a pivotal role in fostering an environment that encourages employees to reach their full potential [6]. This leadership style emphasizes creating a shared vision for the future, establishing high standards, and promoting innovation within teams [3]. Transformational leaders are recognized for their charisma, enthusiasm, and ability to communicate a compelling vision that resonates with their followers [6]. By leading through example and empowering team members, transformational leaders nurture a culture of trust and autonomy, which can significantly enhance the work environment, leading to greater balance and sustainability [16].

The interplay between transformational leadership and work-life balance is worthy of exploration due to its impact on both individual and organizational well-being. Transformational leaders inspire positive sentiments, such as job satisfaction and engagement, among their followers, which are essential for achieving a healthy work-life balance [8]. By promoting trust and empowering employees through delegation and autonomy, these leaders facilitate flexible work arrangements, thereby impacting employees' ability to maintain a balanced lifestyle. Additionally, the values and vision instilled by transformational leaders foster a sense of meaning in work, enhancing commitment and motivation, which contributes to holistic well-being [6].

Furthermore, the positive relationship between transformational leadership and organizational performance—including increased productivity, innovation, and reduced turnover—should not be overlooked [12]. These outcomes stem largely from the enhanced work-life balance and well-being that transformative leadership encourages. By advocating for a balanced work environment, transformational leaders contribute significantly to the long-term success of

their organizations [14]. Also, leadership styles of heads connect or correlate with teachers’ engagement [13].

In the context of private educational institutions, the challenges faced by educators highlight the importance of effective leadership. While these schools often provide smaller class sizes and a supportive environment, the pressure to deliver high academic results, paired with limited resources and a lack of standardized work-life balance programs, creates significant challenges for teachers [7]. The extensive workloads, stemming from lesson preparation and parent communication, often encroach upon personal time, leading to elevated stress levels [7].

In contrast to public institutions, private schools may have constrained budgets that limit access to professional development and support systems, further complicating teachers' ability to manage their workloads effectively [11]. The absence of structured work-life balance programs intensifies feelings of isolation and difficulty in separating work from personal time [7]. Thus, the role of transformational leadership becomes crucial in creating a more balanced and supportive work environment for educators and public administrators [10].

Despite the considerable research on the relationship between employee well-being and leadership styles, significant gaps persist in the literature. Many studies do not account for the unique characteristics of educational settings, which limits the applicability of findings. Moreover, the specific role of transformational leadership within these contexts remains underexplored, particularly concerning its effects on the work-life balance of teachers and administrators. There is a notable deficiency in understanding the long-term impacts of transformational leadership on balancing professional and personal responsibilities. Additionally, a closer examination of educational policies and practices that influence both student well-being and classroom leadership is needed.

By thoroughly analyzing the interplay between work-life balance, employee well-being, and transformational leadership within educational institutions, this study aims to address these gaps and contribute valuable insights into fostering healthier work environments.

II. THE PROBLEM

This research was designed to determine the relationship between transformational leadership and work life balance of different administrators in Private Tertiary Education Institution in Basilan Province.

Specifically, it also sought to answer very common contention such as:

1. What is the level of transformational leadership of the respondents?
2. What is the level of work-life balance experienced by administrators in private TEIs in Basilan Province?
3. Is there any significant relationship between the transformational leadership and work-life of administrators?

III. METHODOLOGY

This study employed a quantitative research design. A total enumeration was initially used to select 33 administrators, although the final number of respondents was reduced to 28 due to five opting out of the survey (see Table 1 for distribution among schools). The research instruments included the Multifactor Leadership Questionnaire (MLQ), designed by Bruce Avolio and Bernard Bass to assess various leadership styles, and the Work-Life Balance Scale (WLBS), which lacks a single developer but comprises various instruments measuring work-life balance.

TABLE 1: Distribution of Administrators According to School

Name o School	Number of Administrators	Respondents Participated
Claret College of Isabela, Inc. (CCI)	4	4
Hardam Furigay Colleges Foundation, Incorporated (FCI)	12	10
Mindanao Autonomous College Foundation, Inc. (MACFI)	10	7
Universal College	4	4
Juan S. Alano Memorial School, Inc.	3	3
TOTAL	33	28

IV. RESULTS AND FINDINGS

Research Problem 1: What is the level of leadership style of the respondents?

Table 2 below shows the mean distribution on the level of transformational leadership as perceived by educational administrators in private HEIs in Basilan Province.

TABLE 2: Mean Distribution on the Level of Leadership Style

Multi-Factors Leadership	Mean	QI	SD
1. I delegate tasks with minimal guidance, trusting individuals to use their expertise.	3.04	Fairly Often	0.838
2. I make all key decisions independently and directly communicate them to colleagues.	2.96	Fairly Often	0.793
3. I paint a compelling vision of the future, inspiring colleagues to contribute beyond their roles.	3.21	Fairly Often	0.787
4. I actively solicit input and ideas from colleagues before making decisions.	3.43	Fairly Often	0.742
5. I challenge the status quo and encourage innovative thinking to achieve excellence.	3.04	Fairly Often	1.036
6. I personalize professional development opportunities, fostering individual growth potential.	3.50	Frequently if not Always	0.694
7. I do not provide clear performance expectations but allow flexibility in achieving them.	2.04	Sometimes	1.138
8. I set detailed instructions and procedures for completing tasks.	3.50	Frequently if not Always	0.509
9. I closely monitor performance and expect strict adherence to my directives.	3.04	Fairly Often	0.922
10. I discourage deviating from instruction or questioning decision.	1.36	Once in a While	1.224
11. I discourage independent problem-solving and initiative-taking.	1.00	Once in a While	1.186
12. I empower individuals to be part of any decision making to foster sense of ownership.	3.71	Frequently if not Always	0.535

13. I celebrate small wins and recognize contributions that advance the shared vision.	3.57	Frequently if not Always	0.573
14. I provide rewards and consequences are directly linked to adherence to my commands.	2.61	Fairly Often	0.994
15. I fail to empower colleagues to take ownership and actively participate in decision-making.	1.11	Once in a While	0.875
16. I reserved appropriate instruction for major issues or when individuals seek support.	3.00	Fairly Often	0.720
17. I provide constructive feedback and collaboration to address challenges and improve performance.	3.43	Fairly Often	0.879
18. I do not facilitate collaborative discussions and encourage healthy debate.	1.11	Once in a While	1.257
19. I model transparency and open communication that foster trust and buy-in.	3.79	Frequently if not Always	0.418
20. I create an environment of autonomy and responsibility for individual performance.	3.39	Fairly Often	0.567
Overall Mean	2.79	Fairly Often	0.251

The table provided outlines various aspects of leadership behavior, measuring them on a scale of effectiveness and frequency. The data seems to blend characteristics of both transformational and authoritarian leadership styles.

The overall mean score of 2.79 (Fairly Often) suggests a generally effective leadership approach that leans towards transformational qualities with some authoritarian elements. The leader is strong in areas like empowerment, communication, and personal development but could improve in fostering clearer performance expectations, enhancing collaborative discussions, and reducing authoritarian control elements like strict adherence to commands. Improving these areas could lead to a more balanced and universally empowering leadership style, promoting innovation, engagement, and overall team performance.

Research Problem 2: What is the level of work-life balance experienced by administrators in private TEIs in Basilan Province?

Table 3 below shows the mean distribution on the level of work-life balanced experienced by educational administrators in private HEIs in Basilan Province.

The table you provided shows data related to work-life balance and the impact of work demands on personal life, framed within the context of transformational leadership. Each item is rated on a scale for frequency of occurrence, and the mean values, qualitative interpretations, and standard deviations are provided.

Overall Mean (1.9762, Sometimes), reflects a generally inadequate handling of work-life balance. The data suggests a work environment where pressures and demands often encroach on personal time and well-being. High standard deviations in many responses indicate variability in experiences among employees, which could be due to different roles, responsibilities, or management styles.

TABLE 3: Mean Distribution on the Level of Work-Life Balanced experienced by Educational Administrators

Work-Life Balanced	Mean	QI	SD
1. I consistently experience work overload and pressure to meet tight deadlines.	2.68	Fairly Often	1.188
2. I regularly work outside of office hours, making it difficult to disconnect.	2.25	Sometimes	1.041
3. Work demands often interfere with my personal commitments and responsibilities.	2.25	Sometimes	1.076
4. I feel pressured to be constantly available and responsive to work-related messages.	2.11	Sometimes	1.066
5. Balancing work demands with personal needs leaves me feeling stressed and exhausted.	1.43	Once in a While	1.103
6. I have no sufficient time and energy to engage in personal hobbies and interests.	1.00	Once in a While	0.981
7. I feel comfortable setting boundaries between work and personal life.	2.61	Fairly Often	1.100
8. I am able to fully relax and disconnect from work during non-working hours.	2.64	Fairly Often	0.989
9. I have adequate time for personal relationships, family, and social activities.	2.61	Fairly Often	1.100
10. My overall well-being and sense of satisfaction are not negatively impacted by work.	2.07	Sometimes	1.245
11. My employer does not promote and supports initiatives that facilitate work-life balance.	0.90	Once in a While	1.227
12. I feel empowered to manage my workload and prioritize tasks without compromising quality.	2.93	Fairly Often	0.900
13. I am able to take breaks and vacations without guilt or fear of consequences.	2.68	Fairly Often	1.188
14. I do not maintain a healthy balance between work commitments and personal priorities.	1.00	Once in a While	1.155
15. I am not fulfilled and content in both my professional and personal life.	0.50	Once in a While	0.923
Overall Mean	1.9762	Sometimes	0.572

Research Problem 3: Is there any significant relationship between the transformational leadership and work-life of administrators?

Table 4 below shows the mean distribution on the level of work-life balanced experienced by educational administrators in private HEIs in Basilan Province.

TABLE 4: Computed r-Value and p-Value (Using Pearson-r) on the Correlation between the transformational leadership and work-life balanced of administrators

		Transformational Leadership	Work Life Balance
Transformational Leadership	Pearson Correlation	1	0.022
	Sig. (2-tailed)		0.913
	N	28	28
Work Life Balance	Pearson Correlation	0.022	1
	Sig. (2-tailed)	0.913	
	N	28	28

The correlation coefficient is 0.022, indicating a very weak positive relationship between leadership and work-life balance among administrators. The p-value for the correlation between Leadership and Work Life Balance is 0.913. This value is significantly higher than the conventional threshold of 0.05 used in most social science research to determine statistical significance. Both variables have a sample size of 28, which represents the total number of observations used to calculate the correlation.

The Pearson correlation coefficient of 0.022 suggests that there is almost no linear relationship between the leadership qualities and the work-life balance of administrators. This implies that variations in leadership do not correlate strongly with variations in work-life balance within this sample. The p-value of 0.913 is well above the typical cutoff of 0.05, indicating that the correlation observed is not statistically significant. This means that any correlation between leadership and work-life balance in this sample could very likely be due to random variation rather than a true underlying relationship. With 28 observations, the study has a limited sample size that might not be sufficient to detect small but potentially meaningful relationships. However, given the extremely low correlation and high p-value, it is unlikely that increasing the sample size would lead to a different conclusion regarding the lack of a significant relationship.

Based on the correlation analysis, there is no evidence of a significant relationship between leadership and work-life balance among administrators in this study. The findings suggest that the way leadership is enacted or perceived among these administrators does not have a measurable impact on their work-life balance. This could mean that other factors not considered in this study might be more influential in determining work-life balance. Future research might explore different dimensions of leadership or include additional variables that could interact with leadership to affect work-life balance.

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