



Enhancing employees' grit through the practice of transformational leadership and participation in decision-making

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ABSTRACT

The study aimed to examine the influence of transformational leadership and employees' participation in decision-making on the employees' grit. To deepen the theories of the study, the literature was reviewed. The study applied descriptive assessment and a correlational research design. The study population consisted of all employees of the institution where the study was conducted. The questionnaires were used to gather the data, and descriptive and inferential statistics were used to analyze the data. The study found that transformational leadership, employees' participation in decision-making, and employees' grit were high. The Pearson r correlation indicated that both transformational leadership and involvement in decision-making are significantly correlated with the employees' grit. Therefore, the hypothesis of the study is accepted. However, the study recognized its limitations because of its limited population and coverage. It is recommended to conduct more studies concerning strategies that enhance employees' grit.

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Introduction

Leadership style and management style always produce two outcomes, either positive or negative consequences. It is the same with decision-making style. Leadership styles also often affect the way administrators make decisions (Abood & Thabet,

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2017). In the context of an organizational setting, the styles of leadership, management, and decision-making affect the organization as a whole and the employees individually. Many studies have pointed out the outcome of leadership on school performance (Tedla, et al., 2021; Omar & Kavale, 2016), on the students' academic Performance (Hailegebreal, 2020; Ferdinandi & Kiwonde, 2023), and teachers' Performance (Wachira, et al., 2017; Adeyemi, 2010; Parveen, et al., 2022). The same is true with the effect of decision-making style on the teachers' Performance (Aboudahr, 2018; Olcum & Titrek, 2015; Ugurlu, 2013).

The results of the research mentioned above suggest that leadership behavior, in terms of leadership style, management style, and employees' participation in work-related decision-making, affects employees' behavior. However, there is a lack of research examining the impact of leadership style and employee participation in decision-making on employee grit and the consistency and persistence of effort towards long-term goals (Bernardy & Antoni, 2021). Studies have indicated that grit affects their Performance (Zyl et al., 2022). Thus, employees' grit can hinder the achievement of organizational performance, or, in the school context, institutional performance. Therefore, grit is not a simple issue to be undermined, but it is a serious issue that deserves serious attention from the management.

The current research aims to investigate the impact of leadership and decision-making styles on employee and teacher grit. A leadership style or management style that encourages employee participation in decision-making should motivate employees to commit themselves to the institution. Teachers' consistency and persistence in achieving the institution's long-term objective are a primary concern for management, and therefore, this area deserves examination and review through research. Organizational objectives cannot be achieved without the employees' commitment to achieving them. Employee objectives, interests, and persistence in their given responsibilities are a matter of interest to management. Thus, the research output would help the management to revisit their management style or leadership styles and decision-making styles to improve employees' commitment to the long-term objective of the institution.

The current study is divided into several parts. The first part is the introduction that explains the rationale of the study. The second part is the literature review, which presents the theories of the study based on the existing literature. The third aspect is the research methodology, which encompasses research design, population, locale, instruments, statistical treatment of data, research procedures, and an ethical statement. The fourth step involves presenting and analyzing the data, which is given in tables, followed by the analysis. The fifth is the results and discussion, which further discuss the findings and their implications.

Literature review

This part presents literature that explains the leadership styles, namely the transformational leadership style, participation in decision making, and the concept of grit.

Transformational leadership style

Transformational leadership is an approach that focuses on the change in individuals and the social system. In other words, it creates a valuable and positive change in the followers. Burns (1978) introduced the concept of transformational leadership. It is not a set of specific behaviors, but it is a process in which leaders and followers raise one another to a higher level of morality and motivation. In the exercise of leadership, a leader should appeal to higher ideals and moral values such as honesty, integrity, justice, and equality. These values must be apparent in the life of a leader. Leading by example means integrating those values in daily life, which consequently inspires followers to follow. However, inspiring followers would not be enough if it is only through values, but also through their specific needs. Motivating followers means giving attention to their values and specific individual needs.

In support of Burns' view, Bass (1985) argued that transformational leaders motivate their followers by appealing to strong motivation toward the need or demand of potential followers. They look for potential motives in followers and seek to satisfy their higher needs, such as self-actualization, and engage the whole person of the follower, not only intellectually but also morally. They try to uplift people into their better selves as individuals. For Burns (1978), the essence of transformational leadership is in its effort to establish a good relationship between leaders and followers, particularly when leaders and

followers are engaging each other to a higher level of motivation and morality. Leaders derive genuine satisfaction from helping their followers grow as individuals. Therefore, they take a personal interest in helping their employees grow through activities that enhance their development, not only in terms of skills and knowledge but also morally.

Transformational leaders do not focus too much on the weaknesses of employees. Still, they focus on the potential of the employees in terms of what they can do and contribute to the organization. They do not focus on the weaknesses of the employees, but rather on their growth, because they believe that they can change. In this case, they see their employees in terms of actuality and potentiality. Leaders confirm the individuals on who they are and what they can be. Helping their employees realize their potential is their primary concern, as they are fully aware that it is through employees that the company's objectives can be attained. To achieve this, a leader must inspire their employees, secure their cooperation, foster confidence, create a favorable working climate, motivate them to work harder, offer guidance and direction, and cultivate a team spirit (Pratigma, n.d). In short, transformational leaders engage with the whole person of the followers. Employees are not just means to an end; they are ends in themselves, and therefore, their engagement in the entire management process is necessary.

Elements of transformational leadership

The original authors of transformational leadership are Burns and Bass. Burns (1978) was interested in the moral aspect of leadership. Bass (1990) developed the idea of Burns (1978) and is concerned not only with the ethical aspects but also with efficacy, particularly on how a leader influences his followers. According to Bass, followers look up to their leader because of their charisma and trustworthiness. They are trusted because they are moral leaders and genuinely concerned with human development. Thus, there are four identified dimensions of transformational leadership, such as idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Clayton, 2016, cited from Bass, 1985; Wodehouse, 2018; Riggio, 2014; Schieltz, 2019).

Idealized influence

The first element of transformational leadership is the idealized influence. It refers to a leader's capability to influence the behavior of their followers by being a role model to them (Zdaniuk & Bobocel, 2015). In this case, a leader does not use power and authority to influence their followers to follow them, but simply by living their values. In other words, they walk the talk (Riggio, 2014). In such a case, it is the leaders' personality that matters. The followers are convinced to follow the leader when they see them as honest and trustworthy. The public and personal life of a leader instills pride in followers, making them proud to be associated with the leader (Hughes, 2014). It is through their actions that they build trust and confidence in their followers (Schieltz, 2019) and motivate followers to do their job well. A study by Ngaithe et al. (2016) concluded that the idealized influence of leadership affects the job performance of employees.

Inspirational motivation

The second element emphasizes the leader's efficacy. They inspire their employees and followers not only by their skills and knowledge but also through their self-confidence in carrying out the company's vision and mission. They should be able to project such self-confidence to the followers through articulating a clear vision for the future, communicating expectations for the group, and demonstrating confidence and commitment to attain the goals (Wodehouse, 2018), and go the extra mile. Therefore, inspirational motivation is not about telling people to accept things as they are, but to dare oneself and followers to take the risk to carry out the vision and mission, and face challenges, because only through it can they transform themselves and the organization. Khan et al. (2020) pointed out that leaders' capability to inspire followers' confidence and motivation helps increase employees' job performance and avoid job burnout.

Intellectual stimulation

The third element of transformational leadership is intellectual stimulation. This element requires a leader to involve the followers in generating ideas and decision-making. They foster and develop their team by questioning and encouraging them to challenge the status quo. In other words, the leader invites them to be critical, creative, and innovative, making decisions out of the box (Belmejdoub, 2015; Riggio, 2014; Schieltz, 2019; Hill, 2013). This kind of leadership style broadens the minds of followers, enabling them to see problems from different perspectives and consequently enrich their knowledge to carry out

their duties and responsibilities. Followers are encouraged to take a different path or method in solving problems. Most importantly, by involving followers in solving organizational issues, the followers feel that they are part of and own the organization and the problems in it. Ogola et al. (2017) suggest that leaders who stimulate intellectual discussion improve job satisfaction and organizational commitment of employees.

Individualized consideration.

This element demands that a leader cannot treat their employees or followers the same. Employees have different needs, capabilities, skills, and knowledge. Thus, a leader needs to consider individual employees' needs and provide the necessary help that suits their needs and desires (Yeleap, n.d). In this case, the leader possesses knowledge about individual employees, fosters a supportive relationship, and provides tailored help to meet their needs. They show genuine concern for the needs and feelings of employees and offer support to help the employees (Belmejdoub, 2015). The purpose is to bring out the best in the employees (Riggio, 2014). Khalil and SahibZadah (2017) argued that leaders who demonstrate individual consideration to their employees increase employees' job satisfaction.

The influence of transformational leadership on job satisfaction, effectiveness, and performance of teachers

Studies have been conducted to measure the correlation between different leadership styles and their corresponding outcomes. For example, Shin (2013) surveyed to determine the effect of transactional and laissez-faire leadership styles on organizational commitment. The result suggested a positive correlation between transactional leadership and organizational commitment, but the laissez-faire leadership style is negatively correlated with organizational commitment. Basit (2018) also examined the effect of democratic, laissez-faire, and autocratic leadership styles on performance. His study found that the democratic leadership style has the most significant influence on the work performance of employees, followed by the laissez-faire leadership style. At the same time, the autocratic leadership style is poorly correlated to employee performance. These findings suggest that adopting a specific leadership style can have an impact on employee performance, whether positive or negative.

Specifically, transformational leadership styles have been studied by many researchers, and the studies found that the transformational leadership style is correlated to job satisfaction, extra effort, and effectiveness (Nidadhavolu, 2018). As Elmore (2004) also pointed out in his study, applying transformational leadership styles such as participation in decision making produces a climate of collegiality and collaboration, in which the school community embraces a shared vision and shared commitment to school change. It promotes interpersonal relationships and fosters communication (Bass, 1985). Such an environment can boost the morale and performance of every member of the community and consequently enhances the job satisfaction of teachers (Korkmaz, 2007) and improves school climate. Friedman (2004) found that transformational leadership changes the workplace culture and productivity by appealing to high ideals, changing assumptions, and building commitment to common goals and objectives. Therefore, Demir (2008) emphasized that applying transformational leadership styles in the school setting is essential to promote school development. It helps increase teachers' outcomes and teachers' beliefs in their individual and collective ability/capacity.

Participative management

The theory behind employees' participation in decision-making is participative management. Participative management is rooted in the definition of management. We can adopt Follett's (1941) definition of management. She defined management as "the art of getting things done through people". Her definition is based on the belief that employees will be more engaged, productive, and happy if they are treated as intelligent individuals and allowed to participate in decision-making. She rejects the compartmentalization of ideas, particularly in management, and therefore she recommended that managers adopt a lateral and creative approach to problem-solving (Graham, 1995; Tonn, 2003). Her definition is also similar to the definition of management according to Koontz (1961), as he defined it as "an art of getting things done through and with the people in the formally organized groups". Thus, he recommends that the management create an environment in which people can perform and cooperate toward the attainment of the goals (Koontz, 1961). He argued that this process is universal regardless of the type of organization (Koontz, 1961).

Participative management is not something new, as discussions and studies related to it have been ongoing for more than 60 years. The earlier studies on participative management are Levin et al. (1939), Coch and French (1948), and Likert (1967). It is recognized universally as one of the most effective management and leadership styles (Likert, 1967; Yukl, 2010). The participative management philosophy is rooted in the belief in the capabilities of organizational members and the importance of utilizing a multitude of possibilities that are possessed by different organizational members (Maritz, 1995) for organizational development. Maisela (1995) argued that it is a management style that proactively solicits inputs from the employees to solve work-related issues. Marchant (1982) emphasized that it is a sign of confidence and trust of management in the employees and willingness to share authority in decision-making. Simply, Rolková & Farkašová (2014), Huang et al. (2010), and Bass & Bass (2008) define participative management as a way of "encouraging and involving employees in the decision-making process". However, the definition of participative management has been vague because each author defines it differently (Sashkin, 1984). Sashkin (1984) suggested that the definition must take into consideration different forms of participation. He classified four forms of employee participation: setting goals, making decisions, solving work-related problems, and involvement in organizational changes.

Related to the topic of the current study, participative management refers to employees' participation in solving work-related problems (Sashkin, 1984). It is about the leader's motivation and encouragement toward employees to take responsibility and be involved in the decision-making process at the workplace (Somech, 2006; Huang et al., 2010; Sauer, 2011; Rolková & Farkašová, 2015), as Yukl (2010) argued that it is about leadership capability to encourage and facilitate the participation of employees in making important decisions. It is a form of power-sharing between the leader and employees.

Many studies have been conducted to measure the effect of participative management on organizational performance, and the results of those studies show a convincing positive impact on organizational performance. For example, the study by Huang (2011) found that participative management results in positive behavioral changes in terms of reducing absenteeism rate and organizational effectiveness. The result is also consistent with an earlier study by O'Brien (1988), which suggested that participative management affects teachers' satisfaction even during an organizational decline. Reducing absenteeism and increasing job satisfaction will necessarily improve productivity and organizational performance as a whole. This is justified by the studies of Park et al. (2015), Kashani and Shahsavarani (2015), and Khassawneh and Elrehail (2022), which indicated that employees' participation in organizational management affects the organizational performance and individual work performance.

Forms of decision-making participation

Facing tough challenges posed by the dynamic environment, the management needs to adapt its management and leadership style. One cannot face the enemy alone; they need a team. Management needs to work in a team and treat employees as team members and players. Therefore, adopting a flexible structure is necessary to allow all organization members to participate in management and decision-making. Participative management and participative decision-making are forms of recognition and trust of employers in employees. The employers believe that employees have knowledge and skills that they can contribute to organizational success and organizational development (Rima'a, 2020). Participative management is shown through participative decision-making.

Participation in decision-making is defined as "the opportunity for an employee to provide input into the decision-making process related to work matters (Zanoni & Janssen, 2007) or organizational issues when they have a say on promoting new strategy ideas. Alternatively, it presents an opportunity for employees to contribute to the decision-making process regarding work-related issues (Valverde, 2023). It is part of the management strategy to accommodate employees' views on organizational issues because employers believe that employees are also interested in committing to and performing well in their work if the employers value their contributions in decision-making that affects their work (Elele & Fields, 2010). Kalleberg et al. (2009) define participation as "allowing employees to make decisions about their jobs and working conditions". Heller et al. (2004) define it as "a process which allows employees to exert some influence over their work and the conditions under which they work". At the same time, others define participation as a matter of degree, with limited interaction and information dissemination at one end and empowering the community to join in the decision-making process (Arnstein, 1969; Pateman, 1976; Wilkinson & Dundon, 2010).

Concerning the forms of participation in decision-making, researchers have identified several practices; however, different authors have different forms of participation. Marchington and Wilkinson (2005) classify participative decision-making into four categories: in terms of degree, form, level, and scope. The degree of involvement indicates whether employees are merely consulted, directly involved, or actively participating in decision-making. In other words, employees influence decision-making. This explains how much power the employees have to influence the process and the outcome. Concerning the form of participation, it refers to the representation. In this scenario, employees are not directly involved in the decision-making process or discussion, but rather through representatives such as labor unions or other forms of representation (Markey & Townsend, 2013). The level of participation refers to the individual, group, or departmental level of participation. This suggests whether participation occurs at the individual, group, or department level (Marchington & Wilkinson, 2005). Lastly, the scope of participation encompasses operational concerns related to work practices and strategic direction, which includes organizational goals. White (1996) also identified four different forms of participation, and these are nominal participation, instrumental participation, representative participation, and transformative participation. Nominal participation is included solely for the sake of representation in the decision-making process, as those involved have no actual power to influence the outcome. Often, these individuals are those who are less capable of articulating their ideas effectively. It is just for the sake of the legitimacy of the process. Instrumental participation refers to the involvement of the community in achieving a stated objective by utilizing the diverse skills and knowledge of its members. Representative participation indicates that the actors give the community a voice through their representative in the decision-making process that affects them.

Transformative participation suggests that the actors empower those who are involved to alter the structures and institutions that lead to marginalization and exclusion (Tisdal, 2013). Arnstein (1969) classified three forms of participation: nonparticipant, tokenism, and citizen power. Authoritarian leaders use non-participation to impose their agenda without listening to the voice of their community members. Tokenistic participation suggests that people hear about the plans and may consider them significant, which the powerholder views as "inputs." Still, it does not change the course of action of the powerholder. The participant has no power to change the direction. Citizen power signifies that citizens are granted a voice, which is taken seriously by the actors, leading to changes in the status quo. The community is empowered to influence the course of action.

In the context of our current topic, participative decision-making refers to operational participation in decision-making in which the employees are invited to participate in decision-making related to their jobs and working conditions (Kelleberg et al., 2009). This is supported by Miller (2012) and Carmeli et al. (2009), who argued that employees' participation refers to the extent to which employees are allowed to express their ideas about organizational activities and provide inputs to managerial decision-making. This occurs when management grants employees autonomy and freedom to make decisions regarding their work, time, and conditions. In this case, they have a voice concerning how they are going to perform their tasks. By allowing autonomy and freedom in performing their tasks, creativity and performance can be enhanced (Sia & Appu, 2015).

The effect of participation in decision-making on performance

Although it may be challenging to allow members of the organization to participate in decision-making, the size of the organization should not be used as a reason to exclude employees from this process. Employees' participation in decision-making is an employer-driven initiative, and thus, managers are considered promoters of employees' participation (Valverde, 2021). According to Wohlgemuth et.al. (2019), managers can facilitate participation through both trust and informal control of employees. Therefore, there should be some forms or degrees of participation in which employees contribute to the decision-making that affects their work (Marchington & Wilkinson, 2005). Not allowing employees to participate in decision-making can negatively impact their trust, sense of control, and productivity (Chang & Lorenzi, 1983). Conversely, allowing participation can lead to better decision-making (Williamson, 2008). As a result of employees' participation, the cost of monitoring can be minimized (Arthur, 1994; Spreitzes & Mishra, 1999) and the viewpoints and diversity of perspectives can be maximized (Kemelgor, 2002). Beyond that, Noah (2008) also pointed out that allowing employees to participate in decision-making reduces communication between management and employees.

Besides those mentioned above, it cannot be denied that employees' participation in decision-making leads to many other positive outcomes. For example, Zivkovic et al (2009) pointed out that employees' participation in the planning process can

lead to potential innovation and recognition in the organization, which also affects organizational Performance (Witte, 1980; Sagie & Aycon, 2003; Kuye & Sulaimon, 2011; Sikanyika & Chibomba, 2020; Ojokuku, 2014; Chimaobi & Chikamnele, 2020). Organizational performance is a total outcome of individual performance. In other words, by allowing employees to participate in decision-making, individual creativity can be improved, and individual work performance can be increased, which leads to firm Performance (Olanuji, et al., 2017). This is emphasized by Landry (2020), who states that involving employees in decision-making encourages valuable ideas and possible solutions to make systems or processes run smoothly. Beyond that, employees' participation in decision-making can affect job satisfaction, which consequently results in increased job performance (Mohsen & Sharif, 2020). Besides improving job performance, participation can also change the attitude of employees (Pereira & Osburn, 2007).

The concept of grit

Organizational performance is dependent on various factors, including the external and internal environment. External market conditions, being dynamic and competitive, can significantly impact an organization's ability to operate and achieve its long-term objectives (Fernandez-Araos, 2014). Internal environment factors, such as leadership and employer-employee relationships, can influence employees' performance. Employees' performance is not just dependent on knowledge, skills, and motivation, but it also depends on employees' Grit (Zyl et al., 2022; Lee, 2022; Chandrawaty & Widodo, 2020). Studies also indicated that grit is dependent on other factors like leadership (Rego et al., 2021) and supportive environment (Chuented et al., 2023). It suggests that an individual's capability and desire to consistently and persistently fulfill their duties and responsibilities in achieving long-term objectives, despite challenges, are influenced by other factors.

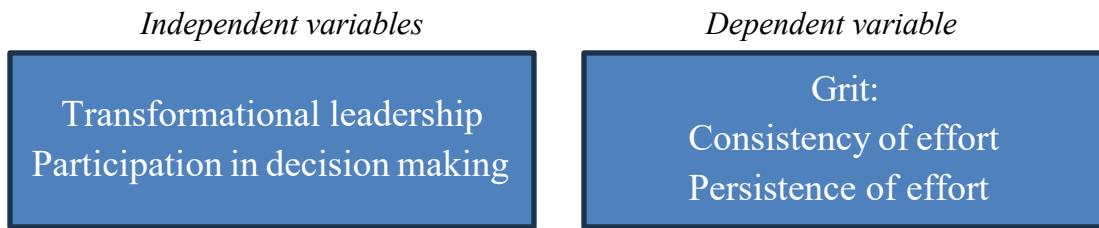
Grit has been a popular research topic in psychology, investigated by many researchers over the past decade. It was first introduced in 2007 and defined as a compound personality of perseverance and passion to achieve long-term goals (Duckworth et al., 2007). It explains the love of someone to achieve long-term objectives with interest and persistence. The interest and persistence are shown through one's behavior, who does not abandon the goal even when other goals or other projects are appealing. In other words, someone sticks it out with a chosen goal or project day in and day out (Datu, 2021). Psychologists consider grit as a noncognitive trait that explains the consistency of someone in pursuing a particular interest and the persistence of effort to achieve it, even in challenging times. It is different from other psychological factors that are similar to it, like conscientiousness, resilience, work ethics, need for achievement, industriousness, hardiness, and self-control (Duckworth et al., 2007; Jordan, Ferris, Hochwarter, & Wright, 2019; Meriac, Slifka, & LaBat, 2015, cited by Febriawan & Maulina, 2019).

There are two dimensions of grit identified by Duckworth et al. (2007), namely consistency of interest and persistence of effort. Consistency of interest is the ability of someone to maintain the level of the original set of interests over time (Duckworth & Quinn, 2009). Alternatively, it is the ability of someone not to be distracted by other things in pursuing a particular interest and goals over a long period until the goal is achieved (Datu, Yuen, & Chen, 2017, p. 198). One consistently demonstrates the same level of interest and effort in pursuing the objectives. Persistence of effort refers to the ability to show diligence in achieving goals despite the challenges along the way (Eskreis-Wink, et al., 2016). One is not giving up on pursuing the goal. Alternatively, as Datu et al. (2017) defined it, it is the willingness to stay on the course of action and commit to achieving the goal despite problems. However, a recent study by Febriawan and Maulina (2019) proposed three dimensions of grit —consistency of effort, persistence of effort, and adaptability — the current study adopts the earlier dimensions proposed by Duckworth et al. (2007), which are consistency and persistence. The reason is apparent: adaptability does not suggest abandoning and changing objectives, but instead being flexible in strategies to achieve the same goals. One can also be flexible in pursuing the goal according to the situation, but the effort to achieve the goal is still consistent and persistent.

There are mixed results about the influence of grit on success. Duckworth, et al. (2007), Duckworth and Quinn (2009), and Akos and Kretchmar (2017) recognized that success in attaining long-term goals is not only attributed to talent or IQ, but grit also has been significantly associated with the achievement of challenging objectives and academic performance. A recent study by Robbins (2022) supported the findings of earlier studies, indicating that sustained effort and hard work, despite setbacks or failure, are contributing factors to the academic achievement of university students. However, some later studies, in the educational setting, have demonstrated that grit is not a significant contributing factor to the academic performance of

students (Bazelais et al., 2016), and Tang et al. (2021), and Christopoulou et. al. (2018) recognized its contribution, but it is considerably weak to moderate. These conflicting results suggest that grit is not a consistent and single predictor of academic performance.

Conceptual framework



Source: Avolio, et.al (1995), PDM (Scott, James, Ming, 2003), Duckworth, et al. (2007).

Figure 1: The framework explains the relationship between transformational leadership style, participation in decision-making, and grit. Transformational leadership style and participation in decision-making are predictors of grit.

Statement of the problems

The study aims to measure the effect of transformational leadership style and employees' participation in decision-making on employees' grit. It specifically seeks to answer the following questions:

1. What is the transformational leadership style of the administrators?
2. What is the employees' participation in decision-making?
3. What is the employees' grit?
4. Is there a relationship between transformational leadership style and employees' grit?
5. Is there a relationship between employees' participation in decision-making and employees' grit?

Assumptions

The study assumes that a transformational leadership style and employee participation in decision-making are crucial for motivating employees to consistently and persistently pursue the institution's long-term goals.

Hypothesis

Transformational leadership style and employee participation in decision-making are crucial elements that management should focus on to motivate employees to consistently and persistently pursue organizational objectives. Thus, the study hypothesizes a correlation between transformational leadership style and employees' participation in decision-making, as well as their grit.

Research methodology

The study is quantitative and thus utilizes a descriptive assessment and correlational research design. The locale and the population of the study are the Divine Word College of Laoag and its employees. The study employs questionnaires to collect data, utilizing both descriptive and inferential statistics. Consequently, it uses the weighted mean and Pearson's r correlation for data analysis. During the data collection process, the researcher sent a letter to the President, requesting permission to distribute questionnaires. The data collection was then conducted through the employees' representative. The researcher also considered the ethical review, and since the research does not involve sensitive human issues, the ethical review was waived.

The following ranges of values with their descriptive interpretation will be used:

Statistical Range	Descriptive Interpretation
4.21-5.00	Strongly Agree/Very High
3.41-4.20	Agree/High
2.61-3.40	Somewhat Agree/Moderate
1.81-2.60	Disagree/Low
1.00-1.80	Strongly Disagree/Very Low

Data presentation and analysis

The study aims to measure the effect of transformational leadership style and employees' participation in decision-making on the employees' grit. It specifically seeks to answer the following questions:

Problem1. What is the transformational leadership style of the administrators?

Table 1: Transformational leadership style

Indicator	Mean	DI
Idealized influence		
Display conviction in the vision and mission of the College	3.90	A/H
Act in ways that build the respect of employees/subordinates	3.88	A/H
Emphasize the importance of purpose, commitment, and the ethical consequences of decisions	3.96	A/H
Display the most important values such as honesty, integrity, justice, transparency, and	3.97	A/H
Go beyond self-interest for the good of the college	3.85	A/H
Composite Mean	3.91	A/H
Inspirational Motivation		
Articulate a compelling vision/goal of the future	3.76	A/H
Challenge employees/subordinates with a high standard of Performance	3.66	A/H
Provide encouragement and moral support for the employees/subordinates	3.67	A/H
Inspire the employees/subordinates through his passion and determination to achieve the goals	3.75	A/H
Inspire employees/subordinates to see the priorities in carrying out their duties and responsibilities	3.77	A/H
Composite Mean	3.72	A/H
Intellectual stimulation		
Question old assumptions, traditions, and beliefs	3.65	A/H
Instill new perspectives and ways of doing things	3.88	A/H
Encourage the free expression of ideas and reasons	3.85	A/H
See different perspectives when solving problems	3.93	A/H
Encourage problem-solving using reasoning and evidence, rather than unsupported opinion	3.89	A/H
Composite Mean	3.84	A/H
Individualized consideration		
Deal with employees/subordinates as individual persons.	3.81	A/H
Help individual employee/subordinate to develop their capabilities	3.78	A/H
Provide training and development activities or seminars according to the needs of different employees/subordinates	3.67	A/H
Are sensitive to individual differences and approach employees/subordinates according to their traits	3.69	A/H
Treat employees/subordinates as individuals with different needs, abilities, and aspirations rather than just members of the group	3.82	A/H
Composite Mean	3.75	A/H
Overall Mean	3.81	A/H

Source: Avolio, et.al (1995)

Legend:

4.21-5.00	Strongly Agree/Very High (SA/VH)
3.41-4.20	Agree/High (A/H)
2.61-3.40	Somewhat Agree/Moderate (SWA/M)
1.81-2.60	Disagree/Low (D/L)
1.00-1.80	Strongly Disagree/Very Low (SD/VL)

Based on the data in the table, the transformational leadership style of the administrators obtained an overall mean rating of 3.81, which is considered high (agree). This suggests that the transformational leadership style of the administrators is not very high, nor is it very low, moderate, or low; rather, it is high. Even when the dimensions are considered separately, all dimensions were rated at the same high level of mean rating. Concerning idealized influence (3.91), the employees highly agreed that the administrators displayed conviction to the vision and mission of the institution (3.90), acted in ways that built respect (3.88), emphasized the ethical consequence of their decisions (3.96), displayed important moral values through their behavior (3.97), and went beyond self-interest to achieve the goal of the institution (3.85). High idealized influence means that administrators are admired by their subordinates for strong moral principles, ethical conduct, and the ability to inspire and motivate through a clear vision and a sense of purpose (Khan et al., 2020; Etomes et al., 2024; Nicholson, 2007; Chuang et al., 2025).

Regarding inspirational motivation (3.72), the employees highly agreed that their administrators articulated a compelling vision (3.76), challenged employees with high standards of performance (3.66), inspired their employees by their determination to achieve the goals (3.75), provided moral support for their subordinates (3.67), and encouraged/inspired employees to see priorities in carrying out duties and responsibilities (3.77). High inspirational motivation suggests that administrators were able to communicate a compelling vision, instill enthusiasm, and encourage team members to commit to achieving goals. This is characterized by their capacity to create a sense of purpose, boost team spirit, and foster a belief in shared success (Khan et al., 2022; Bakker et al., 2023; Vagisha et al., 2023).

In terms intellectual stimulation (3.84) the employees highly agreed that they were allowed to question old assumptions or status quo (3.65), instilled new perspective in doing things (3.88), encouraged employees to express new ideas (3.85), allowed different perspectives in solving problems (3.93) and encouraged problem solving using reasoning and evidence (3.89). High intellectual stimulation implies that the administrators were able to challenge and engage the mind in solving the issues, foster critical thinking, creativity, and a love for learning (Bass & Avolio, 2006; Lloréns Montes, et al., 2005; Garcia-Morales, et al., 2006; Hecker & Birla, 2008). While along with individualized consideration (3.75), the employees also highly agreed that the administrators dealt with the employees as person (3.81), helped employees to develop their abilities (3.78), provided training and development activities (3.67), approached employees according to their traits (3.69), and treated employees according to their different needs (3.82). High individualized consideration implies that administrators have shown their capability to attend to the unique needs and concerns of each employee, acting as mentor, coach, and guide. They were able to focus on understanding individual differences, providing support, and fostering development (Khan et al., 2022; Ogola et al., 2017; Avolio & Bass, 1995).

Problem 2. What is the level of employee participation in decision-making?

Table 2: Participation in decision-making

Indicator	Mean	DI
In general, how much say or influence do you have in performing your job?	3.75	A/H
To what extent are you able to decide how to do your job?	3.83	A/H
In general, how much say or influence do you have on what goes on in your work group?	3.65	A/H
In general, how much say or influence do you have on decisions that affect your jobs?	3.56	A/H
My supervisors are receptive and listen to my ideas and suggestions	3.79	A/H
Overall Mean	3.71	A/H

As indicated by the data in the table, the overall employees' participation in decision-making gained an overall mean rating of 3.71, which is high (agree). This suggests that employees' participation in decision-making is not very high, nor is it moderate, but it is high. Even if the indicators are taken singly, all items are rated within the same level of mean rating, which is high. The employees highly agreed that they had a say on how they performed their job (3.75), and decided on how to do (3.83), had much say on what goes on in their work group (3.65) and made decision that affect their job (3.56) and expressed their ideas on how to do things with their work (3.79). High participation in decision-making suggests that the administrators were able to allow the employees to participate in the process of making choices or reaching a conclusion (Hart, 1992; Reynaert et al., 2009; Thoburn et al., 1995; Charles & Heines, 2014).

Problem 3. What is the employees' grit?

Table 3: Grit

Indicator	Mean	DI
Consistency of interest		
I often set a goal and choose to pursue it	3.68	A/H
New Ideas and Projects sometimes do not distract me from previous ones.	3.68	A/H
I have been obsessed with a certain idea and have kept my interest in pursuing it	3.59	A/H
I maintain my focus on projects that take more than a few months to complete	3.64	A/H
Composite Mean	3.65	A/H
Persistence of effort		
I finish whatever I begin	4.26	SA/VH
Setbacks do not discourage me	4.00	A/H
I am a hard worker	4.18	A/H
I am diligent.	4.22	SA/VH
Composite Mean	4.17	A/H
Overall Mean	3.91	A/H

Source: Duckworth, et al. (2007).

As demonstrated by the data in the table, the results show that employees' grit received an overall mean rating of 3.91, which is considered high (agree). It indicates that overall, employees' grit is not very high, nor is it very low or moderate; instead, it is high. Even when the dimensions are taken singly, both are rated within the same level of mean rating. Regarding consistency of interest (3.65), the employees agreed that they often set a goal and pursue it (3.68), they are not distracted by new ideas or projects (3.68), are obsessed by a specific idea and pursue it (3.59), and maintain focus on the project that they want to accomplish (3.64). High rating in consistency of interest indicates that the employees were able to keep their interest in one thing for an extended period despite distractions with the new ones (Duckworth et al., 2007; Duckworth & Quinn, 2009; Wang et al., 2021; Von Culin et al., 2019). In terms of persistence of effort (4.17), the employees also agreed that they finished whatever they began (4.26), setbacks did not discourage them (4.00), because they are diligent (4.22) and hard workers (4.18). High persistence of effort implies that employees maintain a high level of energy and determination toward the goal, despite challenges, setbacks, or difficulties. It is about keeping their focus and striving to achieve a desired outcome even when the progress is slow or obstacles arise (Dallery, et al., 2023; Rieger, et al., 2022; Styk, et al., 2023).

Problem4. Is there a relationship between transformational leadership style and employees' grit?

Table 4: Correlation between transformational leadership and grit

		Consistency of interest	Persistence of effort	Employees' grit
Idealized influence	Pearson correlation	.370**	.301**	.400**

	Sig. (2-tailed)	.000	.000	.000
Inspirational motivation	Pearson correlation	.462**	.409**	.519**
	Sig. (2-tailed)	.000	.000	.000
Intellectual stimulation	Pearson correlation	.611**	.441**	.624**
	Sig. (2-tailed)	.000	.000	.000
Intellectual consideration	Pearson correlation	.540**	.365**	.537**
	Sig. (2-tailed)	.000	.000	.000
Transformational leadership style	Pearson correlation	.542**	.414**	.568**
	Sig. (2-tailed)	.000	.000	.000

** . Correlation is significant at the 0.01 level (2-tailed).

Source: SPSS

The results indicate a strong and statistically significant positive relationship between transformational leadership style and employees' grit, as well as between each of the leadership dimensions and the two components of grit—consistency of interest and persistence of effort. At the aggregate level, transformational leadership style was positively correlated with consistency of interest ($r = .542$, $p < .001$), persistence of effort ($r = .414$, $p < .001$), and overall grit ($r = .568$, $p < .001$). These findings suggest that leaders who exhibit transformational behaviors—characterized by vision, inspiration, intellectual stimulation, and individualized support—may effectively cultivate sustained passion and perseverance among employees.

Among the individual dimensions, intellectual stimulation demonstrated the highest correlation with consistency of interest ($r = .611$, $p < .001$) and overall grit ($r = .624$, $p < .001$), underscoring the potential role of cognitively engaging leadership in maintaining employees' long-term commitment to goals. Inspirational motivation also showed substantial associations with persistence of effort ($r = .409$, $p < .001$) and overall grit ($r = .519$, $p < .001$), highlighting the importance of articulating a compelling vision and fostering enthusiasm. Similarly, individualized consideration ($r = .540$ with consistency of interest, $r = .537$ with overall grit) and idealized influence ($r = .370$ with consistency of interest, $r = .400$ with overall grit) demonstrated moderate yet significant associations, reinforcing that transformational leadership exerts a multifaceted influence on employee perseverance.

Problem 5. Is there a relationship between employees' participation in decision-making and employees' grit?

Table 5: Correlation between participation in decision-making and grit

		Consistency of interest	Persistence of effort	Employees' grit
Employees participation	Pearson correlation	.630**	.487**	.664**
	Sig. (2-tailed)	.000	.000	.000

** . Correlation is significant at the 0.01 level (2-tailed).

Source: SPSS

The analysis revealed a strong, positive, and statistically significant relationship between employees' participation in decision-making and grit, both at the dimensional and overall levels. Involvement in decision-making was positively correlated with consistency of interest ($r = .630$, $p < .001$), persistence of effort ($r = .487$, $p < .001$), and overall grit ($r = .664$, $p < .001$). These coefficients indicate that employees who are more actively involved in organizational decision-making processes tend to demonstrate greater sustained passion for long-term goals and higher perseverance in the face of challenges.

The stronger correlation with consistency of interest compared to persistence of effort suggests that participation in decision-making may have a more pronounced impact on maintaining stable, long-term goal orientation than on day-to-day effort levels. When employees are empowered to contribute to decisions, they may perceive a greater sense of ownership and alignment with organizational objectives, thereby sustaining their engagement over time.

Results and discussion

The study aimed to examine the influence of transformational leadership style and participation in decision-making on the employees' grit. The statistical analysis suggests that the three variables —transformational leadership style, participation in decision-making, and employees' grit — were high. The Pearson r correlation analysis reveals a significant correlation between transformational leadership style and involvement in decision-making and employees' grit. The results lead us to discuss the management and theoretical implications resulting from the correlations.

The significant correlation between transformational leadership and employees' grit has led to management and theoretical implications. In terms of management implications, the result recommends that the institution may prioritize developing transformational leadership skills in its administrators to foster grit among employees, enhancing resilience and persistence in achieving goals (Khan et al., 2020; Macaspac, 2024; Luning & Ledford, 2022; Agazu et al., 2025). Besides developing transformational leadership skills, managers can leverage transformational leadership behaviors, such as inspiring and empowering employees, to boost grit and motivation, leading to improved performance and satisfaction (Frederickson, 2004; Frederickson, 2001; Diener et al., 2020). Further, the institution may select an employee promotion strategy that considers grit as one of the selection criteria. The institution should retain top talent and possess grit, as employees with high grit are more likely to be engaged and committed to their work (Deci & Ryan, 1985; Lin & Gao, 2023; Olsen & Mason, 2023). Theoretically, the result supports the theoretical framework of transformational leadership, highlighting its positive impact on employees' outcomes, such as grit. It could also suggest that researchers consider grit as a moderating variable between transformational leadership and outcomes such as job performance or well-being. Additionally, it is essential to consider contextual factors that may influence the relationship between transformational leadership and grit.

The significant relationship between employees' participation in decision-making and grit may lead to several management and theoretical implications. Regarding management implications, the results suggest that the institution or the administrators need to strengthen the practice and continue to encourage the employees to participate in decision-making, which fosters grit and resilience among employees (Franken et al., 2021; Munir et al., 2025; Agrawal et al., 2022). The results provide us with an insight that an inclusive decision-making environment makes the employees feel valuable and empowered, which may lead to grit and job satisfaction (Liu et al., 2024; Song, 2024; Nisar et al., 2020). By promoting an inclusive decision-making strategy, the organization may see improved employee performance, as gritty employees are more likely to persevere and achieve goals (Li & Tang, 2022; Atiku et al., 2024; Qasim et al., 2022). Theoretically, the finding supports the self-determination theory, which posits that autonomy and participation in decision-making enhance intrinsic motivation and Grit (Deci & Ryan, 1985, 2000, 2020; Legault, 2017). Further, the PDM may foster psychological ownership, leading to increased grit and motivation among employees (Metin et al., 2016; Dahlawi et al., 2025; Ogu, 2024; Klein et al., 2012). Above all, the researchers may conduct research that includes other contextual factors like organizational culture and leadership that influence the relationship between PDM and Grit.

The study acknowledges its limitations due to its limited population and coverage, as more respondents and more exhaustive coverage could influence the effect or outcome (Sterrantino, 2024; Raifman et al., 2022). It is important to conduct more studies taking into consideration organizational factors that may influence employees' grit.

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