# Leadership Styles of LPU Cavite Academic Deans and Commitment of the Faculty to Service Quality: Basis for a Proposed Internal Marketing Model

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*Abstract:* **This study tried to determine leadership style of academic deans in LPU Cavite as perceived by academic deans themselves and its faculty; the level of the faculty's commitment to service quality as perceived by the academic deans and the faculty themselves in terms of organization, customer, work; and career. It also revealed the significant difference in the perception of the academic deans and faculty members with the leadership style of the academic deans, as well as the commitment of the faculty as perceived by the deans and the faculty themselves; if there is an association between leadership style of the academic deans and commitment of the faculty to service quality; and it also propose a service quality model for effective service delivery based on the findings of the study. The findings of the study confirmed that the leadership style of the academic deans as perceived by the academic deans themselves and the regular faculty member is participative leadership style, hence, there is no significant relationship. Conversely, there is a very high level of organizational and customer commitment of the faculty as perceived by both of the participants, likewise work and career commitment is in a high level. Furthermore, there is a significant relationship in terms of organizational commitment. On the other hand, only work commitment has a significant association with leadership styles. Moreover, a proposed model for an effective delivery through leadership style was made based on the correlation of the variables studied.**

*Keywords:* **Leadership style, academic deans, faculty commitment to service quality, internal marketing.**

## 1. INTRODUCTION

Every educational institution wants to achieve utmost performance. This goal requires academic leaders who would provide the direction and perform tasks successfully. The quality and performance of academic leaders are the key criteria in deciding organizational success. A university without an academic dean's leadership will not be able to transmute input resources into competitive advantage. Therefore, it is clear that the leadership style of deans has a close relation to the development of the organization. The success or failure of an organization lies in the hand of its leaders.

Over the past decade, there has been a lack of attention in the discipline paid to developing strong academic leaders (Broome, 2013) [1]. One of the biggest challenges of academic deans is enacting leadership in a context where those being led neither believe they need to be led, nor are predisposed to succumb to administrative policy and procedure dictates (Del Favero, n. d) [2].

According to Ehrhart (2014), leadership style has influenced the employees' behavior, including their adoption of the firm's strategy and organizational values and has been linked to both organizational outcomes and faculty work performance [3]. While different leadership styles have the ability to influence faculty members' behavior in different ways, academic deans must be attentive to adopt them appropriately.

On the other end of the spectrum, internal marketing occurs when the top management directs to its subordinates; it is a management philosophy of treating employees as customers. Hence, how the management treats an employee reflects in the quality of service that the service providers are delivering during the actual interaction with customers. In service marketing, teaching is a service that is precisely intangible and inseparable; therefore, the leadership styles of the academic deans may affect how faculty members commit themselves in providing quality service.

Total customer satisfaction is one of the objectives of any organization. This is achieved by raising expectations and delivering performances to match (Kotler & Keller, 2012) [4]. In universities where education is optimized, professors are one of the best assets. Competent professors are integral to the excellence of colleges because the service provided by such faculty reflect the image of the organization and affect the customer perceptions of service quality.

Faculty or academic members are unswervingly accountable for face-to-face customer service, service quality, and customer satisfaction – all of which are key to strong performance. Similar to industry's Frontline employees, they are also faced with a lot of stress levels in facing numbers of customer, in the case of academics they are the students.

This study investigated the extent to which leadership styles of academic deans influenced the commitment to service quality of the faculty members in the Lyceum of the Philippines University Cavite. Based on the results of the study, a service quality model on internal marketing for effective service delivery through leadership was proposed.

**Statement of the Problem**

The main purpose of the study was to investigate the effects of leadership styles of academic deans on the faculty members' commitment to service quality. Specifically, it sought answers to the following questions: 1. What are the leadership styles of academic deans in LPU Cavite as perceived by: academic deans; and faculty?; 2.what is the level of the faculty's commitment to service quality as perceived by the academic deans, in terms of: organization, customer, work, and career?; 3. what is the level of the faculty's commitment to service quality as perceived by the faculty themselves, in terms of: organization, customer, work, and career?; 4. are there any significant differences in the: leadership styles manifested by the deans and the perceptions of the faculty members and faculty's level of commitment perceived by the deans and the faculty themselves?; 5. is there any association with leadership styles of the academic deans with faculty's level of commitment to service quality?; and 6. what service quality model can be proposed as a tool for internal marketing for effective service delivery based on the findings of the study?

This study determined the leadership styles of the academic deans in all the Colleges with undergraduate programs of Lyceum of the Philippines University Cavite. The level of faculty commitment likewise was determined and its relation with the leadership style was verified.

Figure 1 shows the research concept frame that was used in the study. The model was originally patterned after (Clark, Hartline, & Jones, 2008) [5], who proposed the model for leadership's influence on employees' responses. The said model was also used by the researcher in a previous study (Cortiñas, 2012), wherein the results showed that intervening variables (such as role clarity and shared customer values) have no effect on employees' commitment to service quality [6]. Moreover, the model shows that the faculty members' commitment to service quality is directly affected by leadership styles.

After gathering and processing information, this was eventually used to propose and establish a ServQual (Service Quality) model for effective service delivery through leadership and commitment to quality service in educational institutions.
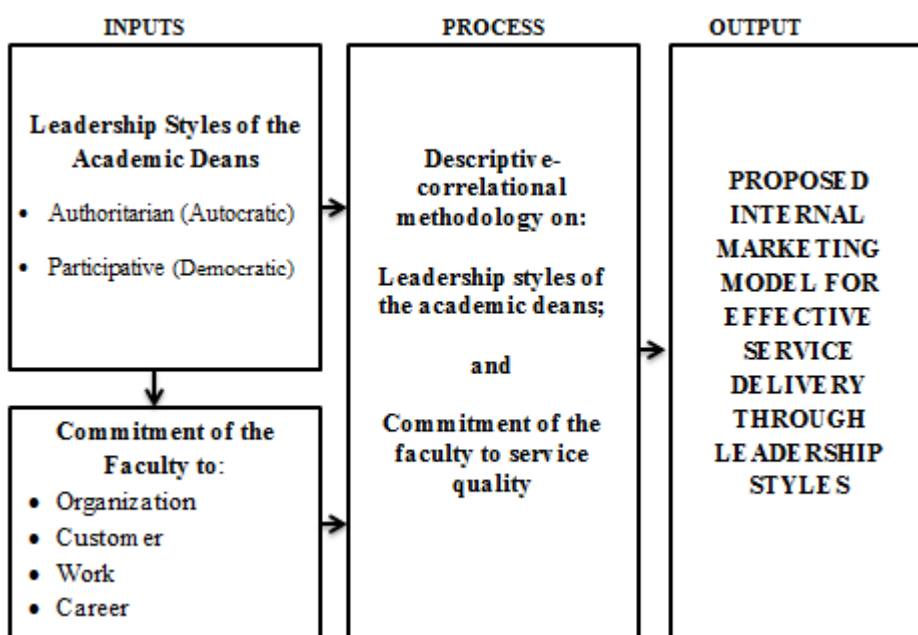


**Figure 1: Conceptual Framework**

## 2. METHODOLOGY

This section presents the research design and the sampling techniques used in selecting the participants for the study. It also shows the data gathering procedures, the data analysis and the statistical treatment employed to achieve the objectives of the study.

**Research Design.** The study is a quantitative research using the descriptive-correlational method. The descriptive method was used to identify the leadership styles of the academic deans of undergraduate colleges of LPU Cavite. It was also used to determine the faculty's perception on the leadership styles manifested by the deans.

On the other hand, the correlation method was used to determine the association between faculty's perception on and the leadership styles manifested by the deans. Furthermore, it was used to verify the association between the dean's leadership style and the faculty members' commitment to service quality.

**Sources of Data.** The study used two self-administered questionnaires to gather data from the participants: the Academic Dean's Leadership Style and Faculty Commitment Survey and the Faculty Response on Leadership Style and Commitment Survey.

A total number of four (4) participating deans from the undergraduate colleges of the Lyceum of the Philippines University Cavite, which are as follows: the College of Arts and Sciences (CAS), the College of Business Administration (CBA), the College of Engineering, Computer Studies and Architecture (COECSA), and the College of International Tourism and Hospitality Management (CITHM), and a total enumeration of all the regular faculty members as of April 2015 of the said colleges were the sources of data. The College of Allied Medical Sciences (CAMS) was excluded because there was no regular faculty member identified in the said college.

Table 1 shows the distribution of the regular faculty members of the selected colleges of LPU Cavite. A total number of four (4) colleges were the sources of data. The second column of the table shows the total number of estimated participating faculty members, as of April 2015. Subsequently, only 24 regular faculty members were surveyed because of two participants were excluded, one from CAS and the other, CITHM, because they were no more connected with LPU Cavite. On the other side, most of the participants came from the College of Arts and Sciences (37.5%) and the least number came from the College of Business Administration (8.33%). The total percentage of participation of the regular faculty members from the different colleges is 92.31 percent.

**Table 1: Distribution of regular faculty members in selected LPU Cavite Colleges***

| COLLEGES | ESTIMATED NO. OF PARTICIPANTS | ACTUAL PARTICIPANTS | % OF PARTICIPATION | % OF DISTRIBUTION |
|---|---|---|---|---|
| CAS | 10 | 9 | 90 | 37.5 |
| CBA | 2 | 2 | 100 | 8.33 |
| COECSA | 7 | 7 | 100 | 29.17 |
| CITHM | 7 | 6 | 85. 71 | 25 |
| TOTAL | 26 | 24 | 92.31% | 100% |

*From the Human Resource Department of LPU Cavite*

**Population of the Study.** The population considered in the study consisted of the deans of all the undergraduate colleges of Lyceum of the Philippines University Cavite and the roster of its regular faculty members as of April 2015.

**Sampling Technique.** A total enumeration of four (4) academic deans of all the undergraduate colleges of LPU Cavite consisted the first sources of data excluding the College of Medical Sciences. In selecting the representative groups of faculty participants, judgement sampling was used. Since the conduct of the study was during summer 2015, only the regular faculty members, as of April 2015, qualified as the participants of the study.

**Research Instrument.** The researcher used two (2) survey questionnaires that were utilized in the data collection of the study. Technically, the said questionnaires consisted of same parts and items and were modified based on the participants, the academic deans and the faculty members.

## 3. RESULTS AND DISCUSSION

### Academic Deans' Leadership Style

A leadership style survey was employed to determine the leadership style used by the academic deans in the selected undergraduate colleges of LPU Cavite. All four (4) academic deans have been using participative leadership style as shown in table below.

**Table 2: Leadership Style of the academic deans as perceived by themselves**

| Leadership Style | Frequency | Percentage |
|---|---|---|
| Authoritative | 0 | 0 |
| Participative | 4 | 100 |
| Both | 0 | 0 |
| **Total** | **4** | **100** |

### Faculty Perceived Leadership Styles of Academic Deans

Faculty members were asked to perceive the leadership style used by their respective academic deans of the colleges where they belong. Table 3 below shows the results using counting of frequencies of the responses. Out of 24 regular faculty members, 20 or 83.33 percent revealed that their academic deans were using the participative leadership style. On the contrary, 2 or 8.33 percent perceived an authoritative leadership style; on the other hand, 2 or 8.33 percent observed that their academic deans use both authoritative and participative leadership styles.

**Table 3: Faculty perceived leadership style of their College Deans**

| Leadership style | Frequency | Percentage |
|---|---|---|
| Authoritative | 2 | 8.33 |
| Participative | 20 | 83.33 |
| Both | 2 | 8.33 |
| **Total** | **24** | **100** |

The next table below presents the difference between academic deans' leadership style and those faculty members perceived. Chi-square test of independence was used to determine the significant difference in the leadership style manifested by the deans and the perceptions of faculty members.

The result of Chi-square independent t-test, depicted on Table 4, revealed that there is no significant difference in the leadership style manifested by the academic deans and the faculty perceptions on this leadership styles. The mean score of the perception of the academic dean is 4.38 with a standard deviation of .286 which implies that their answers vary from each other. The faculty perception with an average score of 4.33 with standard deviation of .427 shows that they have the greatest variability that the answers of the faculty members. Although faculty members have a higher perception compared to the academic deans, the p-value (.840) indicates that there is no significant difference with the perceptions of the participants. Hence, how the academic dean projects his/her image in the college is the same as how the faculty perceived this projection of images. The decision to accept the null hypothesis is made since the computed value of p is .840 greater than the t-value of -.203.

**Table 4: Difference between of academic deans' leadership styles and the perceptions of the faculty members**

| Type | Mean | Sd | t-value | p-value | Remarks | Decision |
|---|---|---|---|---|---|---|
| Deans | 4.28 | .286 | -.203 | .840 | Not significant | Accept $H_o$; Reject $H_a$ |
| Faculty Member | 4.33 | .427 | | | | |

*Significance Level = 0.05*

### Faculty commitment to service quality

**Organizational Commitment as Perceived by the Academic Deans**. Table 5 displays the level of organizational commitment of the faculty members as perceived by the academic deans. The academic deans' response to statements 1

and 2 have weighted means of 4.50 and 4.25 with standard deviations of .577 and .500, respectively, in which they have **strongly agreed**, equivalent to a **very high level of commitment**. It implies that as per the perception of the academic deans the faculty members understand how important their job is to accomplish the organization's goals and objectives that lead to where the vision is going to. In contrast, the academic deans are **neutral** with their answer on the statement "They would just be unhappy working for a different organization if the work were similar." This might be because the statement is more personal and that the faculty members can only answer it. Moreover, results shown on Table 7 revealed that as per the perception of the academic deans, the faculty members have a **high level of organizational commitment** in providing quality service to the students.

**Table 5: Organizational commitment of the faculty as perceived by the academic deans**

| Organizational Commitment Items | Mean | Sd | Remarks | Level of Commitment |
|---|---|---|---|---|
| 1. They understand how their job contributes to the organization's goals and objectives. | 4.50 | .577 | Strongly Agree | Very high level of Commitment |
| 2. They have a good understanding of where the organization is going. | 4.25 | .500 | Strongly Agree | Very high level of Commitment |
| 3. They are proud to tell others that they are part of this organization. | 4.00 | 0 | Agree | High level of commitment |
| 4. They are willing to put a great deal of extra effort to help this organization be successful. | 4.00 | 0 | Agree | High level of commitment |
| 5. They would just be unhappy working for a different organization if the work were similar | 3.25 | .50 | Neither | Neutral |
| | 4.00 | .283 | Agree | High level of commitment |

This implies that academic deans feel the sense of loyalty of their faculty members. This feeling supersedes their perception that they are making great contributions to the success of the university. Yet, academic deans may still encourage faculty members and look for ways to make them feel that they are part of the institution, and that their organizational commitment in providing quality service is important to achieve the university's goals and objectives.

**Organizational Commitment as Perceived by the Faculty Members**. Organizational commitment plays a very important role in determining whether a faculty member will stay with the organization. Table 6 shows the level of organizational commitment of the faculty members as perceived by the faculty themselves. Most of the faculty members have mean scores from 4.54 to 4.83 on statements 1 to 4. These scores mean that they **strongly agree** with them and that they have a **very high level of commitment**. Furthermore, the statement no. 5, which the academic deans found to **neither agree nor disagree**, had a weighted mean of 3.63 with a standard deviation of 1.209 meaning that they agreed with the statement with a **high level of commitment**.

**Table 6: Organizational commitment of the faculty as perceived by the faculty themselves**

| Organizational Commitment Items | Mean | Sd | Remarks | Level of Commitment |
|---|---|---|---|---|
| 1. I understand how my job contributes to the organization's goals and objectives | 4.83 | .381 | Strongly agree | Very high level of commitment |
| 2. I have a good understanding of where the organization is going. | 4.54 | .588 | Strongly agree | Very high level of commitment |
| 3. I am proud to tell others that I am part of this organization. | 4.79 | .509 | Strongly agree | Very high level of commitment |
| 4. I am willing to put a great deal of extra effort to help this organization be successful. | 4.67 | .565 | Strongly agree | Very high level of commitment |
| 5. I would just be unhappy working for a different organization if the work was similar | 3.63 | 1.209 | Agree | High level of commitment |
| | 4.49 | .493 | Strongly agree | Very high level of commitment |

This implies that faculty members are likely to stay with the institution they are in. In contrast, according to Breiding, A. & O'Meara, K. (2013), on their research regarding organizational commitment and faculty retention, of all their faculty participants, 27.3 percent indicated that they were likely to leave the university within the next two years (22.9% likely and 4.5% definitely) [7].

**Customer Commitment as Perceived by the Academic Deans.** Table 7 presents the level of customer commitment of the faculty through service delivery as perceived by the academic deans. The majority of the participants **agreed** with the statements 6 to 8 which is about the prioritization of customer satisfaction, reputation of the institution in teaching industry, and that the organization responds well to the customers' changing needs. Their answers does not vary at the standard deviation of 0. Furthermore, it implies that according to the academic deans' perception, the faculty members have a **high level of customer commitment** as shown by the 4.15 mean.

**Table 7: Customer commitment of the faculty as perceived by the academic deans**

| Customer Commitment (Service Delivery) Items | Mean | Sd | Remarks | Level of Commitment |
|---|---|---|---|---|
| 6. They think that this institution prioritizes customer satisfaction. | 4.0 | 0 | Agree | High level of commitment |
| 7. They look at the organization with one of the best reputations in teaching industry. | 4.0 | 0 | Agree | High level of commitment |
| 8. They believe that the organization responds well to customers when their needs change. | 4.0 | 0 | Agree | High level of commitment |
| 9. They are encouraged to be creative and innovative to meet the customers' needs. | 4.25 | .50 | Strongly Agree | Very high level of commitment |
| 10.Rules and procedures enable them to meet the customer's requirements. | 4.50 | .577 | Strongly Agree | Very high level of commitment |
| | 4.15 | .191 | Agree | **High level of commitment** |

**Customer commitment as perceived by the faculty members.** Table 8 shows the level of customer commitment as perceived by the faculty themselves. The majority of them **strongly agree** with 4.33 to 4.50 weighted mean with standard deviation above the mean ranging from .565 to .721. These remarks are interpreted with a **very high level of commitment**. Furthermore, it specifically implies that the faculty members are committed in providing quality service to their clientele.

**Table 8: Customer commitment as perceived by the faculty themselves**

| Customer Commitment (Service Delivery) Items | Mean | Sd | Remarks | Level of Commitment |
|---|---|---|---|---|
| 6. Customer satisfaction is a priority in my organization. | 4.37 | .711 | Strongly Agree | Very high level of commitment |
| 7. My organization has one of the best reputations in the industry. | 4.54 | .721 | Strongly Agree | Very high level of commitment |
| 8. My organization responds well to customers when their needs change. | 4.17 | .702 | Agree | High level of commitment |
| 9. I am encouraged to be creative and innovative to meet my customers' needs. | 4.50 | .590 | Strongly Agree | Very high level of commitment |
| 10 Rules and procedures enable me to meet my customer's requirements. | 4.33 | .565 | Strongly Agree | Very high level of commitment |
| | 4.38 | .565 | **Strongly Agree** | **Very high level of commitment** |

**Work Commitment of the Faculty as Perceived by the Academic Deans.** Table 9 shows the work commitment of the faculty as perceived by the academic deans. Most of the academic deans **agree** that the faculty members have a **high level of work commitment** with mean scores from 3.25 to 4.0. This implies that the faculty members as perceived by their superiors have a high level of work commitment. The third statement "Their work is considered central to life" has a mean score of 3.25 with a standard deviation of 0.500 which is **neither agree nor disagree**.

**Table 9: Work commitment of the faculty as perceived by the academic deans**

| Work Commitment Items | Mean | Sd | Remarks | Level of Commitment |
|---|---|---|---|---|
| 11. The major satisfaction in their life comes from their job. | 3.75 | .956 | Agree | High level of commitment |
| 12. They live for their job. | 3.5 | 1.00 | Agree | High level of commitment |
| 13. Their work is considered central to life. | 3.25 | .500 | Neither | Neutral |
| 14. They have very strong ties with their present job which would be very difficult to break. | 4.0 | .816 | Agree | High level of commitment |
| 15. Most of their interests are centered on their job. | 3.5 | .577 | Agree | High level of commitment |
| | **3.6** | **.693** | **Agree** | **High Level of Commitment** |

**Work Commitment of the Faculty as Perceived by the Faculty Themselves.** The perceptions of the faculty members were likewise rated by themselves. Table 10 presents the work commitment of the faculty to service quality. With weighted means of 3.71 for statement 11, 3.46 for statement 13, 3.83 for statement 14, and 3.75 for statement 15 observed the faculty all **agree** on these items with a **high level of commitment**. Furthermore, statement no. 12 has a mean score 3.29 with a standard deviation .999 which is equivalent to **neither agree nor disagree**. This suggests that the faculty is committed to their work, but they are uncertain about feeling that they live only for their jobs.

**Table 10: Work commitment of the faculty as perceived by the faculty themselves**

| Work Commitment Items | Mean | Sd | Remarks | Level of Commitment |
|---|---|---|---|---|
| 11. The major satisfaction in my life comes from my job. | 3.71 | .806 | Agree | High level of commitment |
| 12. I live for my job. | 3.29 | .999 | Neither | Neutral |
| 13. Work should be considered central to life | 3.46 | .932 | Agree | High level of commitment |
| 14. I have a very strong ties with my present job which would be very difficult to break. | 3.83 | .637 | Agree | High level of commitment |
| 15. Most of my interests are centered on their job. | 3.75 | .737 | Agree | High level of commitment |
| | **3.61** | **.714** | **Agree** | **High level of commitment** |

**Career Commitment as Perceived by the Academic Deans.** Table 11 shows the career commitment of the faculty as perceived by the academic deans. Most of the participants' answers on the statements about the faculty commitment reveal an **agree** remarks which corresponds to a **high level commitment**. Statement 19, however, which states that, "If they could get another job different from being an educator, and paying the same amount, they would probably take it." has a mean score of 2.75 and a standard deviation of .50 which matches up with an answer of **neither agree or disagree**. This implies that the academic deans are not sure about the commitment of the faculty to teaching. One of the possible reasons is that the teaching profession requires more attention, effort and time compared to other jobs.

**Table 11: Career commitment of the faculty as perceived by the academic deans**

| Career Commitment Items | Mean | Sd | Remarks | Level of Commitment |
|---|---|---|---|---|
| 16. Pursuing their career is important to their self-image. | 4.0 | 0 | Agree | High Level of Commitment |
| 17. They know where their career is going. | 4.0 | 0 | Agree | High Level of Commitment |
| 18. They would recommend their profession as a rewarding career. | 4.0 | 0 | Agree | High Level of Commitment |

| | | | | |
|---|---|---|---|---|
| 19. If they could get another job different from being an educator, and paying the same amount, they would probably take it. | 2.75 | .50 | Neither | Neutral |
| 20. If they had all the money needed without working, they would probably still continue to work in teaching profession. | 3.5 | 1.0 | Agree | High Level of Commitment |
| | **3.65** | **0.300** | **Agree** | **High Level of Commitment** |

**Career Commitment of the Faculty Members as Perceived by the Faculty Themselves.** Table 12 reveals that the faculty has a **high level of career commitment** as evidenced by thereof. The faculty **strongly agree,** with a mean score of 4.33 and a standard deviation of .637, with the statement that say "they know where their career is going", they "would recommend their job as a rewarding career", with a mean of 4.42 and a standard deviation of .654, and "if they had all the money needed without working, they would probably still continue to work in the teaching profession", with a mean score of 4.21 and a standard deviation of 1.02. Yet when they were asked "if they could get another job different from being an educator, and paying the same amount, would they probably take it", their response has a mean score is 3.08 which is **neither agree or disagree**. This implies that even if the faculty members have a high level of career commitment, there is still a chance of changing careers.

**Table 12: Career commitment of the faculty as perceived by the faculty themselves**

| Career Commitment Items | Mean | Sd | Remarks | Level of Commitment |
|---|---|---|---|---|
| 16. Pursuing my career is important to my self-image. | 4.17 | .702 | Agree | High level of Commitment |
| 17. I know where my career is going. | 4.33 | .637 | Strongly Agree | Very high level of Commitment |
| 18. I would recommend my profession as a rewarding career. | 4.42 | .654 | Strongly Agree | Very high level of Commitment |
| 19. If I could get another job different from being an educator, and paying the same amount, I would probably take it. | 3.08 | 1.139 | Neither | Neutral |
| 20. If I had all the money needed without working, I would probably still continue to work in teaching profession. | 4.2083 | 1.02062 | Strongly Agree | Very high level of Commitment |
| | **4.04** | **.524** | **Agree** | **High level of commitment** |

**Faculty Commitment to Service Quality as Perceived by the Academic Deans.** Table 13 shows the level of commitment of the faculty members as perceived by the academic deans. The results reveal that faculty members have a **high level of commitment** in providing quality service to the students as shown by the highest average mean score of 4.15 for customer commitment. Likewise, the faculty members have a **high level commitment** to the organization proven by the average mean score of 4.00 for organizational commitment. This means that just as the academic deans, perceived, the faculty members feel a sense of loyalty to their workplace. They believe that it is their obligation to be loyal and that it is only sensible to be part of LPU Cavite.

**Table 13: Commitment of the faculty to service quality as perceived by academic deans**

| Faculty Commitment | Mean | Sd | Remarks | Level of Commitment |
|---|---|---|---|---|
| Organization | 4.00 | .283 | Agree | High Level of Commitment |
| Customer | 4.15 | .191 | Agree | High Level of Commitment |
| Work | 3.6 | .693 | Agree | High Level of Commitment |
| Career | 3.65 | 0.300 | Agree | High Level of Commitment |

On the other side, while all other commitment variables show a high level of commitment, the lowest were career (with $\bar{x}$ =3.65) and work (with $\bar{x}$ =3.6) commitment variables. The correlation between them has significantly important for the outcome of any organization with great positive response and performance of employees committed by its organization.

Furthermore, work commitment is said to be having the lowest mean score, this is because the academic deans find the statement, "Their (faculty) work is considered central to life", neither agree nor disagree. This implies that the observation of the academic deans to the faculty's work commitment is that it is not their only priorities in life, hence, they must also manage other personal aspirations.

**Commitment to service quality as perceived by the Faculty Themselves.** The faculty members were asked about their commitment to providing quality service through the items which were divided into organization, customer, work and career.

Table 14 exhibits the faculty responses to the level of their commitment to service quality variables. A **high level of commitment** was interpreted for work commitment, with a mean score of 3.61 and a standard deviation of .524, and for career commitment, with a mean score of 4.04 and a standard deviation of .524. This conforms to the academic deans' responses on work and career commitment, but there is a slight difference with work commitment, being the least, is that the faculty members find it neutral when they responded to the statement "I live for my job" under work commitment. This implies that work commitment of the faculty members should conforms to their work-life balance. According to Earl (2015), emphasizes that it hard to find some sort of work-life balance for educators, also, the most challenging point is making time for oneself and family at the same time. Majority of the faculty members, irrespective of colleges, schools and universities, feels the same way. It is then important to balance work with family and personal life.

Furthermore, it also infers that the faculty members have a **very high level of commitment** to the **organization**, with a mean score of 4.50 and a standard deviation of .493, and **customers (through service delivery)**, with a mean score of 4.38 and standard deviation of .565.

**Table 14: Faculty Commitment to Service Quality**

| Faculty Commitment | Mean | Sd | Remarks | Level of Commitment |
|---|---|---|---|---|
| Organization | 4.50 | .493 | Strongly agree | Very high level of commitment |
| Customer | 4.38 | .565 | Strongly agree | Very high level of commitment |
| Work | 3.61 | .714 | Agree | High Level of Commitment |
| Career | 4.04 | .524 | Agree | High Level of Commitment |

**Difference between the Perceptions of the Deans and the Faculty Members on Faculty Commitment**. The result of chi-square independent test, depicted on Table 15, reveals that there is no significant difference in the customer, work and career commitments as perceived by the academic deans and the faculty members.

**Table 15: Difference between the perceptions of the deans and the faculty members on faculty commitment**

| Commitment | Group | Mean | Sd | T-value | P-value | Remarks | Decision |
|---|---|---|---|---|---|---|---|
| Organizational | Dean | 4.00 | .283 | -2.074 | .048 | Significant | Reject H$_a$ Accept H$_o$ |
| | Faculty | 4.53 | .496 | | | | |
| Customer | Dean | 4.15 | .191 | -.861 | .397 | Not significant | Accept H$_a$ Reject H$_o$ |
| | Faculty | 4.39 | .548 | | | | |
| Work | Dean | 3.60 | .693 | .000 | 1.000 | Not significant | Accept H$_a$ Reject H$_o$ |
| | Faculty | 3.60 | .700 | | | | |
| Career | Dean | 3.65 | .300 | -1.637 | .114 | Not significant | Accept H$_a$ Reject H$_o$ |
| | Faculty | 4.11 | .540 | | | | |
| **Average** | | | | -1.143 | .390 | Not Significant | Accept H$_a$ Reject H$_o$ |

On the other hand, the numerical figures reflect that the organizational commitment of the faculty has a significant difference at a t-value of -2.074 and p-value of 0.048. Despite this, the average t-value of -1.143 and the p-value 0f .390 show that the perceptions are not different. The null hypothesis is therefore rejected and the alternative hypothesis rejected.

**Leadership Styles and Commitment to Service Quality**

The leadership styles of the academic deans were correlated to the commitment of the faculty to service quality (see Table 16). The commitment variables on organization, customer and career do not significantly correlate with the leadership styles of the academic deans. On the other hand, only work commitment correlates with the perceived leadership style with p-value of .013 against a chi-square value of .960. Furthermore, the result of the study implies that the 2 faculty members who perceived academic deans to be authoritative tend to have a **very high level of work commitment** as compared to those 19 faculty members who perceive academic deans who are participative. The result implies that the faculty members who perceived academic deans with participative style, tend to have a **high level of work commitment**, while very few of them have a very high level of work commitment

**Table 16: Relationship between academic deans' leadership styles and faculty Commitment**

|  | Chi-square | P-value | Remarks | Decision |
|---|---|---|---|---|
| Organization | .960 | .327 | Not significant | Accept $H_0$ Reject $H_a$ |
| Customer | 1.600 | .206 | Not significant | Accept $H_0$ Reject $H_a$ |
| Work | 6.171 | .013 | **Significant** | Reject $H_o$ Accept $H_a$ |
| Career | 1.200 | .273 | Not significant | Accept $H_0$ Reject $H_a$ |
| **Average** | **2.483** | **.613** | **Not significant** | **Reject $H_o$ Accept $H_a$** |

*Correlation is significant at the 0.01 level*

There is therefore no relationship that exists between the academic deans' leadership styles and faculty commitment as shown by the chi-square 2.483 compared with p-value .613. The null hypothesis is accepted.

**Proposed Model for Internal Marketing for Effective Service Delivery**

Subsequently, the results of inquiry through statistical methodologies became the basis for a proposed internal marketing model for an effective service delivery.

**The correlated variables.** Figure 2 shows the results of the variables correlated showing that the leadership styles have a significant relationship with the work commitment of the faculty members with a chi-square value of 6.17. Among the categories of leadership styles, participative leadership style was practiced by LPU Cavite's academic deans.
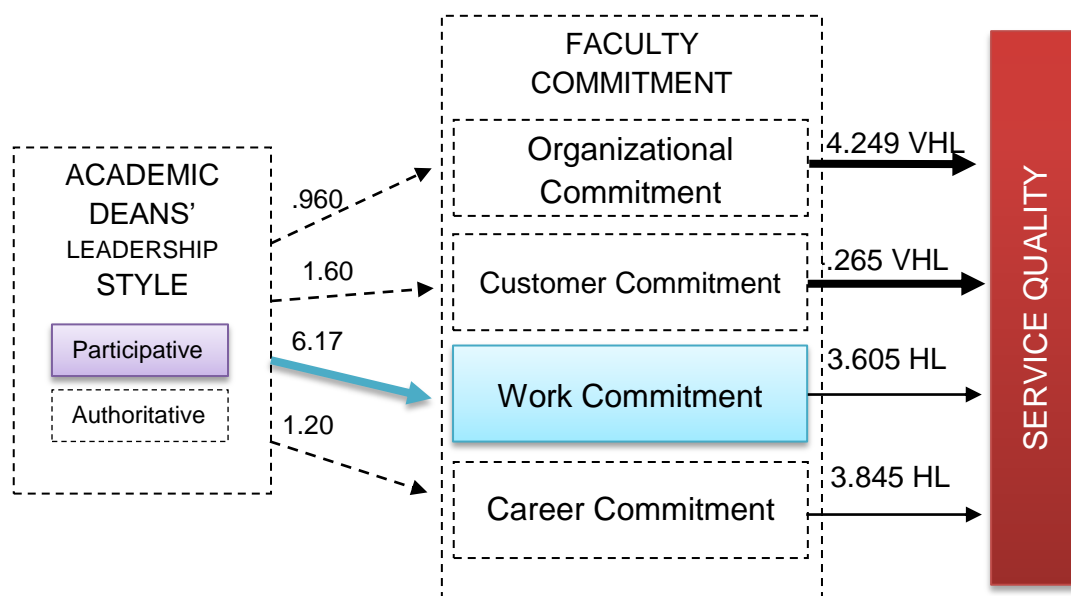


**Figure 2: The correlated variables**

Furthermore, although work commitment has a significant relationship with leadership style, other commitment variables have a substantial level of commitment to service quality. The average responses of the participants implies that organization (4.249) and customer (4.27) commitment variables have a very high level of commitment to service quality, likewise, work commitment (3.605) and career commitment (3.845) have a high level of commitment to service quality.

**The Proposed Model.** A customer gap exists between customer expected and perceived service. In line with this, the results of the study depicted in Figure 2 became the basis of a proposed model of internal marketing for effective service delivery (Figure 3). The participative leadership style is the normal style that the academic deans employ in leading their faculty members. This leadership style involves consulting them (faculty) for their suggestions and inputs before making decisions. Participation in decision making should help followers understand which goals are most important and clarify the paths to accomplish them. This was supported by William (2015), in which he confirmed that when people participate in decisions, they become more committed to making them work. This infers that participative leadership style has a significant effect to the work commitment of the faculty members [9].

The organizational and customer commitment variables, even though they are not directly affected by the leadership styles of the academic deans, are characterized with a very high level of commitment to service quality. This is supported by Ramasamy (2010) when he mentioned that the employee involvement depends on the motivation level of an individual [10]. He then identified three types of employee behavior, 10 percent are difficult to improve, 80 percent are fence sitters, and 10 percent are top-notch-self-actualized. The faculty participants in this study, which is limited to the regular faculty members, may fall into the category of top-notch-self-actualized behavior because in order to becoming a regular employee entails hardship, dedication and commitment to quality. On the other side, career commitment is characterized with a high level of commitment. Since teaching is identified as one of the greatest professions, in order to deliver an effective service performance, a faculty member must be committed and proud of being an educator.
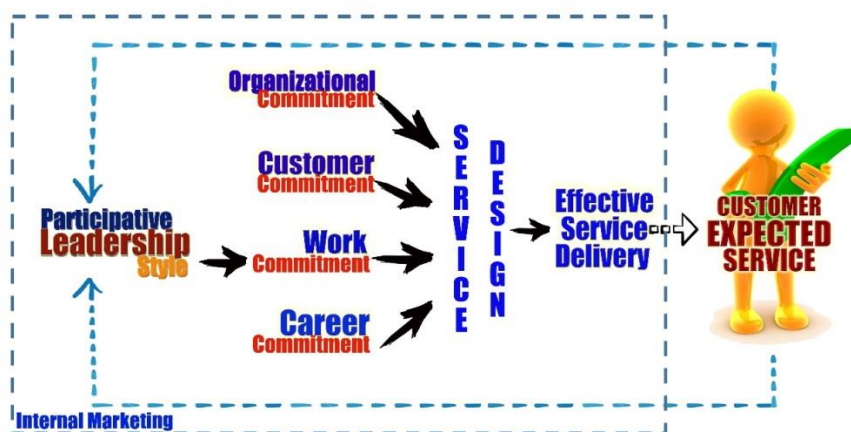


**Figure 3: A Proposed Internal Marketing Model for Effective Service Delivery**

Lastly, when the academic deans direct and interrelate with the faculty members, this process is called internal marketing, a management philosophy of treating employees as if they are customers; in this case, they are the internal customers. These internal customers will now perform their services to the external or final customers; we call this interactive marketing. By means of following the service designs or the standards of the institution upon service delivery, the expected result will be effective. Additionally, customer gap will be filled out and the expected service will be met by the service providers (faculty members). Afterwards, with expectations met, the feedback of the service provided to the academic deans will be positive.

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