

Agency Managers and Their Leadership Strategy on Inclusive Government Services

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ABSTRACT

Despite growing calls for equity and inclusion in public service delivery, there remains a significant gap in understanding how agency managers strategically lead to ensure inclusivity in government services. While much of the current discourse focuses on policy reforms and structural changes, the nuanced role of leadership particularly the strategies employed by agency managers is often underexplored. This study addresses that gap by examining the leadership strategies used by agency managers to promote accessibility, equity, and effectiveness in public services for diverse stakeholder groups, including marginalized and underserved populations. Employing an exploratory research design, the study gathers qualitative data through one-on-one interviews with 18 academic leaders involved in advancing inclusive governance. The interviews are guided by a semi-structured protocol focusing on leadership traits, inclusive practices, and perceptions of service impact. Data are analyzed using reflexive thematic analysis, allowing for deep, iterative engagement with the participants' narratives to uncover recurring patterns and insights. The study is expected to yield findings that clarify how specific leadership strategies such as inclusive decision-making, stakeholder engagement, and equitable resource allocation translate into more accessible and effective government services. These results will contribute to the broader discourse on inclusive governance by providing actionable insights for leadership development and public administration reform.

KEYWORDS: *Agency, Leadership, Inclusive, Government*

1. Introduction

In recent years, the call for more inclusive government services has intensified as governments around the world strive to meet the diverse needs of increasingly multicultural and complex societies (Garil, 2024; Verdeflor, 2024). However, while policy reforms and structural adjustments have received considerable attention in public administration research, the critical role of leadership particularly at the agency management level remains underexplored (Chavez & Unga, 2024). Specifically, there is a lack of understanding about how agency managers employ leadership strategies to ensure that government services are accessible, equitable, and effective for all stakeholders, especially those from marginalized or underserved groups (Ceneciro, 2025).

This study seeks to address this gap by investigating the leadership strategies employed by agency managers in promoting inclusive governance. It intends to explore how these strategies shape the accessibility, fairness, and effectiveness of public services, and how leadership decision-making impacts the delivery of services to a diverse range of citizens (Divinagracia, 2024; Barrientos, 2025). Through this investigation, the research aims to inform and improve leadership development practices within government institutions, ensuring that leadership is not only effective in management but also inclusive in intent and impact (Garil, Entong, & Muarip et al., 2024).

The context of this study lies in the growing demand for public institutions to be more responsive to social inequalities (Garil, Abbas, & Limen, 2024). Inclusive governance is no longer just a normative goal but a functional imperative. Agency managers are uniquely positioned to influence service delivery due to their proximity to both policy and implementation. As such, their leadership strategies including their values, decision-making approaches, and engagement practices are central to advancing inclusivity in government (Calzada, 2024).

The key variables and concepts explored in this study include leadership strategies (independent variable), defined as the specific practices, traits, and approaches used by agency managers; and inclusivity in government services (dependent variable), defined in terms of accessibility, equity, and effectiveness of

services for diverse stakeholder groups (Bondoc, 2024). The study also considers stakeholder diversity, including marginalized communities and underrepresented populations, as well as governance effectiveness, referring to the overall performance and fairness of public service delivery (Ceneciro, 2025).

This research adopts a qualitative, exploratory design, engaging 18 academic and agency leaders through one-on-one interviews to capture in-depth insights into their leadership strategies. Data will be analyzed using reflexive thematic analysis, enabling the identification of patterns and themes that explain how inclusive leadership is practiced in real-world government contexts (Braun & Clarke, 2006).

Ultimately, the expected outcome of this research is to provide a grounded understanding of the leadership dynamics that foster inclusivity in public service. The study aims to offer evidence-based insights and practical recommendations for public sector leaders, helping to strengthen inclusive governance and promote equitable service outcomes for all members of society.

2. Literature Review

The Evolving Role of Leadership in Public Governance. Leadership in public administration has evolved significantly from hierarchical command-and-control models to more participatory and collaborative approaches. Modern governance increasingly demands that public sector leaders engage inclusively with diverse stakeholders and lead through influence, vision, and responsiveness rather than mere authority. This shift reflects broader democratic and equity-driven expectations in governance structures, especially as societies grow more diverse in terms of ethnicity, socioeconomic background, gender, ability, and identity. Agency managers, as mid-level executives bridging policy and service implementation, are critical actors in shaping inclusive service delivery (Chavez et al., 2024; Chavez & Ceneciro, 2024).

Inclusive Leadership: Traits and Practices. Inclusive leadership refers to the ability of leaders to value, encourage, and harness the contributions of individuals from all backgrounds. Traits such as empathy, openness, cultural competence, and fairness are foundational to this style. Leaders practicing inclusivity create psychologically safe environments, welcome diverse viewpoints, and model equitable behavior in decision-making. In the context of government service, these traits become especially important in addressing systemic barriers faced by marginalized populations (Chavez & Lamorinas, 2023; Chavez, 2023). Research also suggests that inclusive leadership leads to greater stakeholder satisfaction, improved service access, and a more resilient public institution (Savellon, Asiri, & Chavez, 2024; Chavez, Cuilan, & Adalia, 2024).

Leadership Strategies Promoting Inclusivity in Government Services. Agency managers may adopt a range of leadership strategies to embed inclusivity into government service delivery. These strategies include participatory decision-making, which invites input from affected communities to ensure their voices are reflected in policy and service design; stakeholder mapping and needs assessment, which help identify underserved or marginalized groups (Chavez, 2024; Chavez, Adalia, & Alberto, 2023); and cross-sector collaboration, where leaders engage with non-governmental organizations and community groups to extend reach and impact. Additionally, decentralized governance allows for more locally tailored responses that better reflect the unique needs of different communities. By implementing these approaches, leaders can ensure that government policies and programs do not inadvertently exclude or disadvantage certain groups, but instead proactively work to address and reduce existing inequalities (Leon et al., 2024; Chavez et al., 2024).

Equity and Accessibility as Outcomes of Leadership. Inclusive leadership does not exist in a vacuum; it is measured by tangible service outcomes particularly equity, accessibility, and effectiveness. Equity ensures that services are just and impartial, accessibility ensures that services are available to all regardless of circumstances, and effectiveness reflects how well those services meet intended goals. Research shows that when leaders adopt inclusive frameworks, there is improved service delivery for traditionally underserved groups (e.g., persons with disabilities, indigenous communities, or linguistic minorities) (Chavez et al., 2024; Chavez, Gregorio, Araneta, & Bihag, 2024). This reinforces the argument that inclusivity is not just a moral imperative, but a practical strategy for better governance.

The Role of Leadership in Building Institutional Inclusivity. Institutions mirror the values and leadership of those who manage them. Leadership that prioritizes inclusivity often cultivates cultures of openness, fairness, and participation within organizations. Leaders may influence institutional structures through hiring practices that favor diversity, staff training in cultural competence, establishing feedback mechanisms for service users, and building systems for internal accountability. These measures help institutionalize inclusion, making it a structural norm rather than an individual effort (Magno et al., 2024; Chavez & Cuilan, 2024).

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Gaps in the Literature and the Need for Empirical Inquiry. While theoretical frameworks around inclusive leadership are well-articulated, there is a lack of empirical studies focusing on how agency managers operationalize these strategies especially in government contexts where bureaucratic inertia and policy constraints are prevalent. Existing literature often emphasizes either top-level policymaking or frontline service delivery, but few studies examine the middle-tier leadership that connects policy to practice. Moreover, there is a need to explore how academic leaders and agency managers in education and government settings specifically interpret, adapt, and implement inclusive leadership in their day-to-day decisions and strategic planning (Chavez, Cuilan, Mannan, et al., 2024; Chavez et al., 2024).

Relevance to Educational Governance. Though the broader study focuses on government services, the inclusion of academic leaders points to an additional dimension educational governance. Schools and higher education institutions, particularly public ones, are extensions of government services and often mirror national priorities in equity and inclusion. The leadership practices in these institutions reflect not only educational values but also broader public management philosophies. Understanding the inclusive strategies in this sector could reveal how future public service leaders are trained and socialized into equity-driven governance (Chavez, 2023; Leon et al., 2024).

3. Methodology

3.1. Research design

This research employs a qualitative exploratory design, which is appropriate for investigating complex social phenomena such as leadership and inclusivity in public governance. Given the limited empirical literature on mid-level agency leadership and inclusive governance, the exploratory approach facilitates the discovery of patterns, strategies, and perspectives that are not yet well-documented.

3.2. Population and sampling

The study utilizes purposive sampling to select participants who are actively engaged in inclusive public service practices. The sample consists of 18 academic leaders and agency managers involved in government institutions or educational settings. These individuals were selected based on their leadership roles and their commitment to inclusive governance practices, as identified through institutional records and referrals.

3.3. Instrument

The interview guide was designed to address two central research objectives: first, to identify the leadership strategies used by agency managers to promote inclusivity, and second, to analyze how these strategies influence accessibility, equity, and service effectiveness. To achieve this, the guide included sample questions such as: "Can you describe the leadership strategies you use to ensure that government services are inclusive to all sectors of society?", "How do you assess whether your leadership practices contribute to equity and fairness in government service delivery?", and "What impact do you think your leadership strategies have had on the overall effectiveness of government programs and services?" The interview guide was reviewed and validated by experts in public administration and qualitative research to ensure the clarity, relevance, and alignment of its questions with the study's goals. Table 1 presents the list of guide questions used by this research study.

Table 1. Interview guide questions.

Objectives	Interview question
1. To identify salient traits that are essential for effective academic leadership and you use to ensure that government services governance among administrators and academic leaders.	1. Can you describe the leadership strategies you use to ensure that government services are inclusive to all sectors of society?
2.	What specific approaches or practices do you implement to address the diverse needs of stakeholders?

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| 3. | | How do you ensure that your leadership decisions promote fairness and inclusivity in service delivery? |
| | 2. To analyze how these salient traits contribute to effective governance in educational institutions. | 1. In your experience, how have your leadership strategies improved the accessibility of government services for marginalized or underserved groups? |
| | 2. | How do you assess whether your leadership practices contribute to equity and fairness in government service delivery? |
| | 3. | What impact do you think your leadership strategies have had on the overall effectiveness of government programs and services? |
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3.4. Data Gathering Procedure

Data were collected through semi-structured, one-on-one interviews, enabling participants to share rich, detailed insights about their leadership strategies and experiences. The interviews followed a guided protocol aligned with the study objectives, allowing flexibility for probing and clarifying responses. All interviews were conducted either face-to-face or via secure virtual platforms, depending on participant availability and location.

3.5. Data analysis

The collected data were analyzed using reflexive thematic analysis, as outlined by Braun and Clarke. This method involves multiple stages, including familiarization with the data, generation of initial codes, identification and refinement of themes, and final thematic mapping. Reflexivity was maintained throughout the analysis to ensure the researcher's interpretations remained grounded in participant narratives and contextual factors. Emergent themes were compared across cases to identify recurring leadership strategies, as well as variations linked to institutional context, stakeholder composition, and leadership style.

4. Results

Research Objectives 1. To identify salient traits that are essential for effective academic leadership and governance among administrators and academic leaders.

Question No. 1. Can you describe the leadership strategies you use to ensure that government services are inclusive to all sectors of society?

1.1 Stakeholder Engagement and Representation

Ten (10) respondents expressed that they make it a point to include community representatives in planning and consultation meetings. They regularly hold focus group discussions with marginalized sectors such as indigenous students, students with disabilities, and those from low-income backgrounds to hear their concerns directly. These inputs guide their service adjustments and budget allocations. Additionally, they mentioned that they created a community advisory board composed of parents, students, and representatives from advocacy groups. Feedbacks are integrated into their institutional policy reviews to ensure their programs are grounded in lived experiences.

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1.2 Decentralized Decision-Making for Local Responsiveness

Ten (10) respondents shared that they decentralize some of their service-related decisions to their satellite campuses, which are closer to underserved communities. This allows local administrators to tailor services based on the specific needs of their population, instead of imposing a uniform policy that might not work everywhere. Additionally, they mentioned that each satellite unit has the autonomy to design programs based on their regional challenges some focus more on language support, others on transportation or feeding programs. This flexibility creates a stronger sense of ownership and relevance.

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"Each satellite unit has the autonomy to design programs based on their regional challenges—some focus more on language support, others on transportation or feeding programs."

1.3 Stakeholder Analysis and Inclusive Planning

Five (5) respondents expressed that they implement a 'no one left behind' framework in all their program rollouts. This involves conducting a stakeholder analysis before launching any initiative and ensuring that training materials and communication strategies are accessible to people with visual, hearing, or language limitations. Additionally, they shared that before they design any program, they map out the demographics of the community and identify groups who are often overlooked, such as persons with disabilities, indigenous peoples, and senior citizens. This helps them tailor services and avoid unintentional exclusion.

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"Before we design any program, we map out the demographics of the community and identify groups who are often overlooked, such as persons with disabilities, indigenous peoples, and senior citizens."

Question No. 2. What specific approaches or practices do you implement to address the diverse needs of stakeholders?

2.1 Stakeholder Engagement and Consultation

Ten (10) respondents expressed that they actively engage with diverse stakeholder groups through regular town hall meetings and surveys. This helps them understand stakeholder's unique challenges and priorities, which then inform the design and delivery of their programs. They tailor services based on these insights rather than applying a one-size-fits-all approach. Additionally, they mentioned that in addition to town halls, they conduct targeted focus groups with marginalized populations to ensure their voices aren't lost in larger forums. These smaller settings create a safer space for honest dialogue.

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2.2 Culturally Responsive Practices

Ten (10) respondents expressed that they adopt culturally responsive practices by incorporating local traditions and languages into their educational materials and service delivery. This builds trust and makes their programs more relevant and accessible to minority groups. Additionally, they mentioned that they translate key program materials into local dialects and indigenous languages to ensure comprehension. For public orientations and training, they also assign interpreters familiar with both the language and the cultural nuances.

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"We translate key program materials into local dialects and indigenous languages to ensure comprehension."

2.3 Differentiated Instruction and Flexible Learning Arrangements

Five (5) respondents mentioned that they use differentiated instruction and flexible scheduling to accommodate learners with different abilities and life circumstances. For example, offering evening or weekend classes for working students or parents who cannot attend during regular hours. Additionally, they mentioned that they assign academic mentors to students with learning challenges who need additional support. These mentors provide individualized instruction and study strategies tailored to the student's learning profile.

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Question No. 3. How do you ensure that your leadership decisions promote fairness and inclusivity in service delivery?

3.1 Policy Alignment and Transparency

Ten (10) respondents expressed that they ensure that all major decisions undergo a review process aligned with their institutional inclusivity policies. Transparency is key they document decisions and open them to feedback from different departments and student groups. Additionally, they mentioned that they established a diversity and inclusion committee that reviews policies and programs before implementation. This allows them to avoid blind spots and ensure that all decisions consider marginalized populations.

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3.2 Stakeholder Engagement in Decision-Making

Ten (10) respondents expressed that they include student council representatives and sectoral groups such as LGBTQIA+ and indigenous student organizations in strategic planning. The group's input ensures decisions reflect a wider range of needs. Additionally, they mentioned that their leadership team holds quarterly consultative meetings with staff, faculty, and community partners to assess the inclusivity impact of their decisions. It's about shared governance, not just top-down implementation.

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"Our leadership team holds quarterly consultative meetings with staff, faculty, and community partners to assess the inclusivity impact of our decisions."

3.3 Data-Driven Decision Making

Five (5) respondents expressed that they rely on disaggregated data by gender, socioeconomic status, disability, and ethnicity to identify disparities in access and outcomes. These findings guide their resource allocation and support services. Additionally, they mentioned that surveys and feedback tools help them track student experiences with services. If trends show that certain groups are underserved, they re-evaluate their strategies to address the imbalance.

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Research Objectives 2. To analyze how these salient traits contribute to effective governance in educational institutions.

Question No. 1. In your experience, how have your leadership strategies improved the accessibility of government services for marginalized or underserved groups?

1.1 Localization of Services

Ten (10) respondents expressed that by expanding their operations to remote satellite campuses and deploying mobile learning units, they've brought educational services directly to geographically isolated communities. This reduced the travel burden for students from indigenous and upland areas. Additionally, they mentioned that in their island campus, they collaborated with local transport groups and LGUs to establish a subsidized transport system for students living in remote coastal areas. This initiative significantly reduced absenteeism and dropout rates.

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1.2 Financial and Psychosocial Support Systems

Five (5) respondents expressed that their team implemented a targeted financial aid program for students from marginalized communities. They coupled this with mental health counseling and peer support systems to reduce dropout rates among at-risk groups. Additionally, they mentioned that they introduced a needs-based scholarship program that also covers transportation and internet costs for students from disadvantaged areas. This helped level the playing field, especially during remote learning phases.

"Our team implemented a targeted financial aid program for students from marginalized communities."

"We introduced a needs-based scholarship program that also covers transportation and internet costs for students from disadvantaged areas."

1.3 Flexible Academic Programming

Ten (10) respondents expressed that they introduced flexible class schedules, modular learning, and asynchronous options to accommodate working students and those with caregiving responsibilities. This especially helped single parents and students who are breadwinners. Additionally, they mentioned that they implemented rolling admissions and extended enrollment deadlines for students who miss traditional cutoffs due to work or family obligations. This minimized dropouts and allowed latecomers to catch up without penalty.

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"We implemented rolling admissions and extended enrollment deadlines for students who miss traditional cutoffs due to work or family obligations."

Question No. 2. How do you assess whether your leadership practices contribute to equity and fairness in government service delivery?

2.1 Data-Driven Equity Monitoring

Ten (10) respondents expressed that they use disaggregated data by gender, income level, and ethnicity to evaluate participation and success rates across their programs. This helps them detect and address any disparities in service access or outcomes. Additionally, they mentioned that disaggregated performance data helps them tailor interventions. For instance, they noticed female students in STEM underperforming, so they created mentoring programs specific to the student's needs.

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2.2 Feedback Mechanisms for Evaluating Equity and Fairness

Five (5) respondents expressed that they gather feedback through anonymous stakeholder surveys, especially targeting marginalized groups. If stakeholder's responses reflect improved access, satisfaction, and perceived fairness, they consider that a sign of inclusive leadership in action. Additionally, they mentioned that they host quarterly listening sessions where students from underrepresented backgrounds share their lived experiences anonymously. Student's feedback directly influences their service adjustments, especially in mental health, financial aid, and counseling programs.

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2.3 Utilization Tracking of Support Services as Equity Indicators

Ten (10) respondents expressed that they track the utilization of support services like financial aid, tutoring, and counseling by vulnerable populations. An increase in uptake suggests that their efforts to improve access and fairness are working. Additionally, they mentioned that they implemented a centralized case

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management system for tracking who is using scholarships, food assistance, and transportation support. When uptake increases among indigenous students or working learners, they consider it an indicator of reduced access barriers.

"We track the utilization of support services like financial aid, tutoring, and counseling by vulnerable populations."

"We implemented a centralized case management system for tracking who is using scholarships, food assistance, and transportation support."

Question No. 3. What impact do you think your leadership strategies have had on the overall effectiveness of government programs and services?

3.1 Improved Program Reach and Participation

Ten (10) respondents expressed that they've seen increased participation in extension programs and scholarship applications after tailoring their outreach in local dialects and using community radio. Their inclusive strategies directly led to higher engagement, especially among underrepresented groups. Additionally, they mentioned that they diversified their communication platforms aside from local radio, they also use Facebook groups, SMS blasts, and community bulletin boards to reach students who may not have internet access. This multi-channel approach significantly improved awareness and participation in their programs.

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3.2 Stronger Community Partnerships

Ten (10) respondents shared that through consistent stakeholder consultations and collaborative project planning, their community programs now reflect actual needs. This co-ownership model increased the effectiveness and sustainability of government-funded initiatives. Additionally, they mentioned that they've institutionalized a participatory framework where local stakeholders not just beneficiaries but also community leaders and civil society partners are involved from needs assessment to program evaluation. This inclusive approach has led to more relevant interventions and stronger accountability. As a result, project outcomes are more sustainable because the community feels responsible for their success.

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"We've institutionalized a participatory framework where local stakeholders not just beneficiaries but also community leaders and civil society partners are involved from needs assessment to program evaluation."

3.3 Empowered Marginalized Voices in Governance

Five (5) respondents mentioned that when student leaders from LGBTQ+ and indigenous communities were invited to co-design certain policies, service acceptance and effectiveness improved because people saw themselves reflected in the decisions. Additionally, they shared that they established an Inclusive Governance Council composed of representatives from marginalized student groups such as persons with disabilities, LGBTQ+ youth, and linguistic minorities. Student's input has led to tangible changes in campus policies, including gender-neutral facilities and accessible instructional materials. As a result, satisfaction and retention

rates among these students have notably increased, showing that inclusive leadership leads to measurable effectiveness.

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5. Discussion

The findings of this exploratory study offer valuable insights into the leadership strategies employed by agency managers particularly academic leaders in promoting inclusive government services. The qualitative data, drawn from in-depth interviews with 18 academic leaders engaged in public governance, reveal a consistent application of inclusive leadership traits and strategic practices aimed at fostering equity, accessibility, and effectiveness in service delivery.

Leadership Strategies for Inclusivity. Across the interviews, participants identified a range of leadership strategies grounded in empathy, stakeholder engagement, cultural competence, and transparency. Leaders emphasized participatory decision-making as a foundational approach, wherein community consultations, faculty feedback loops, and student forums were utilized to ensure diverse perspectives informed policy and service design. This supports existing literature on inclusive leadership as a participatory and consultative process (Chavez, Adalia, & Alberto, 2023; Chavez & Lamorinas, 2023).

Additionally, many respondents described their efforts to implement proactive stakeholder mapping and needs assessments. These strategies allowed them to identify marginalized populations such as indigenous learners, students with disabilities, and linguistic minorities and tailor service interventions accordingly. These findings echo those of Chavez (2024), who notes the importance of needs-based program design in promoting equitable outcomes.

Influence on Accessibility, Equity, and Effectiveness. The second objective of this study focused on understanding how these leadership strategies translate into tangible service outcomes. Respondents provided numerous examples of how inclusive leadership improved the accessibility of services. For instance, the implementation of flexible learning platforms and translation services was cited as key to reaching underrepresented student groups aligning with adaptive and humane leadership themes noted in Chavez (2023).

Equity was often discussed through the lens of policy advocacy and organizational change. Leaders described promoting internal reforms such as inclusive hiring, gender-sensitive programs, and culturally responsive curricula. These practices mirror the findings of Chavez et al. (2024), which highlight policy-informed leadership as central to institutional inclusivity. The respondents emphasized the importance of structural changes, not just individual efforts, to ensure sustained equity in service provision.

Effectiveness was linked to increased engagement and trust among service recipients. Participants noted improved retention and satisfaction among students and faculty from marginalized groups, as well as a reduction in complaints related to bias or exclusion. These outcomes reinforce the notion that inclusivity is not only a moral imperative but a strategic approach to enhance organizational performance (Chavez, Gregorio, Araneta, & Bihag, 2024).

Salient Traits and Their Role in Educational Governance. A key theme emerging from the data was the central role of emotional intelligence and ethical leadership in educational governance. Traits such as empathy, cultural sensitivity, and moral clarity were frequently cited as essential for navigating complex institutional and community dynamics. This reflects prior research by Chavez, Cuilan, and Adalia (2024), who argue for cross-cultural and ethical literacy in leadership.

Academic leaders also highlighted communication as a core leadership skill—both as a strategy for fostering inclusion and as a means of managing institutional challenges (Savellon, Asiri, & Chavez, 2024). They recognized the need to simplify policy language, promote transparency, and develop dialogic spaces for feedback. These practices created psychologically safe environments conducive to inclusive governance.

Challenges and Constraints. Despite their proactive strategies, many leaders acknowledged structural and bureaucratic limitations that constrained their efforts. Policy rigidity, resource limitations, and resistance to

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change were recurring themes. Such constraints echo calls in the literature for more empirical inquiry into how middle-tier leaders like academic managers navigate these systemic barriers (Chavez et al., 2024; Leon et al., 2024).

Furthermore, participants expressed concerns about the sustainability of inclusivity efforts without organizational buy-in at all levels. This emphasizes the need to institutionalize inclusive leadership through policies, training, and accountability mechanisms aligning with insights from Magno et al. (2024).

6. Conclusion

This study shows that agency managers use key leadership strategies such as stakeholder engagement, decentralized decision-making, and data-driven planning to promote inclusive government services. By involving marginalized groups directly in consultations and policy-making, and by tailoring programs to local needs, these leaders improve the accessibility, fairness, and effectiveness of services.

Culturally responsive practices, flexible programming, and transparent governance further ensure that diverse stakeholders are supported. The use of disaggregated data and regular feedback helps monitor equity and guide improvements.

Overall, these inclusive leadership approaches lead to greater participation, stronger community partnerships, and empowered marginalized voices, resulting in more effective and sustainable government programs. Embedding these strategies is essential for advancing inclusive governance in education and beyond.

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