

## Leadership motivation, capabilities, commitment, and performance among school administrators

Alex L Leguro

Principal, Jose Facultad Memorial National High School, Pototan, Iloilo, Philippines

### Abstract

This research determined the administrator's leadership motivation, capabilities, commitment and performance among school administrators in the Schools Division of Iloilo for the year 2016-2017. The respondent were the seventy five (75) school administrators classified as to marital status, length of service, and educational attainment. The study employed adopted questionnaires to measure the leadership motivation, capabilities commitment, and performance. The descriptive statistical tools were the mean and standard deviation. Mann-Whitney Test, Kruskal-Wallis Test and Pearson's  $r$  were used for inferential statistics set at .05 alpha. The findings revealed that the leadership motivation, capabilities, and commitment of school administrators regardless of the profile was very high. The level of leadership performance regardless of the profile was very well distinguished. Furthermore, no significant differences were noted in the administrators' leadership motivation, capabilities, commitment when classified according to marital status, length of service and educational attainment. Finally, significant relationship was noted between the administrators' leadership motivation and performance; between capabilities and performance; and between commitment and performance.

**Keywords:** leadership motivation capabilities, commitment, and performance

### 1. Introduction

Educational institutions in the 21<sup>st</sup> century are now requiring different types of leadership skills from principal, it is now essential for schools to have effective principals as leaders. As educational leaders, principals face the challenge of improving teaching and learning to ensure academic success for all students. According to Herrera (2010) [2], the role of principal is rapidly changing from simply encouraging teachers' effort to leading teachers to produce tangible results. Researches support the notion that leadership is one of the most important factors for improving student achievement and teachers' motivation towards educational endeavors.

Leadership is fundamental aspect of management because it has an important bearing on a range of activities that can lead to the attainment of organizational outcomes. For this reason, scholars and practitioners in leadership propose effective leadership in organizations in order to propel the wheel of change in ensuring institutional outcomes (Hukpati, 2009) [3]. The present study focuses on the leadership motivation, capabilities, commitment, and performance of school administrators, in one way or the other, this thread to adapt, improve or change their leadership skills towards commitment which is the basis of their performance in terms of administration. It would serve as a guide and a reminder regarding their leadership skills, the kind of motivation, and the values they emulate to their employees.

Further this study is anchored on the theory on leadership by Gardner (1990) [1] when he said that leadership is the process of persuasion of example by which an individual induces a group to pursue objectives held by the leader or shared by the leader and his/her followers. Leadership skills of the school administrators encompasses how they related others within and outside the organization, how they view themselves and their position, and to a very large extent whether or not they are successful leaders.

### 2. Objectives of the Study

This study determined the school administrator's level of leadership motivation, capability, commitment and performance. Specifically, this study sought answers to the following questions:

1. What is the level of leadership motivation, capability, and commitment of the administrators as an entire group and when classified as to marital status, length of service and educational attainment?
2. What is the level of performance of the administrators as an entire group and when classified as to marital status, length of service and educational attainment?
3. Are there significant differences in the level of leadership motivation, capability, and commitment of the administrators classified as to marital status, length of service, and educational attainment?
4. Are there significant differences in the level of performance of the administrators when classified as to marital status, length of service, and educational attainment?
5. Is there significant relationship between the administrators' level of leadership motivation and performance; between leadership capability and performance; and between leadership commitment and performance?

### 3. Results and Discussions

The administrators in the Schools Division of Iloilo were chosen as the respondents of the study. A total of seventy five (75) were utilized in the study by the researcher. The researcher utilized the descriptive correlational technique of research. The findings of the present study are as follows:

1. The school administrators of the Division of Iloilo had very high level of leadership motivation, capabilities, and commitment as an entire group and when classified as to

- marital status, length of service, and educational attainment.
2. The school administrators in the Division of Iloilo had a very well distinguished level of leadership performance when grouped as to marital status, length of service, and educational attainment.
  3. There were no significant differences in the level of leadership motivation, capabilities, and commitment of school administrators classified as to marital status, length of service and educational attainment.
  4. There was a significant relationship between leadership motivation and performance; between leadership capabilities and performance; and between leadership commitment and performance.

#### 4. Conclusions

Based on the findings of the study, the following conclusions were drawn:

The school administrators of the Division of Iloilo had very high level of leadership motivation when grouped as to marital status, length of service, and educational attainment. In leadership motivation, it was found out that almost of the indicators variables on administrator's leadership motivation when taken as a group and when classified as to antecedent variables positively affect the motivational factors that thread administrators to further enhance their multi-tasking endeavors.

Further, the school administrators had a very high level of leadership capabilities when grouped as to marital status, length of service and educational attainment, results have positively affect to administrators leadership skills. The quantitative correlation revealed that almost of the administrators responded positively on the LQ level of administrator's capabilities and these were brought administrators boosting their leadership skills and to continue supervise the institution where they assigned.

Furthermore, the school administrators had a very high level of leadership commitment and very well distinguished in the level of leadership performance when grouped as to marital status, length of service and educational attainment. It simply means, school administrators build positive and trusting relationship with teachers, students, and even in the community, recognizes expertise of his/her members to improve school environment, enthusiastically performed duties and responsibilities beyond expectation for better performance and commitment to work.

There were no significant differences in the level of leadership motivation when grouped as to marital status, length of service and educational attainment. I means that the school administrators are generally motivated on their top functions.

In like manner, no significant differences in the level of leadership capabilities when grouped as marital status, length of service and educational attainment. The school administrators generally showed capabilities in their field of works as data in the table revealed. They were very capable for the continuous development of the school and nation building.

There were no significant differences in the level of leadership commitment when grouped as to marital status, length of service and educational attainment. The school administrators were committed to the functions they handled, hence, results

revealed that they generally served as a role model to their followers.

In the same view, there were no significant differences in the level of leadership performance when grouped as to marital status, length of service, and educational attainment. The school administrators performed well distinguished in all categories in the variables. They were all particular of the in and out flows of the internal system that thread their leadership skill to perform well.

There was a significant relationship between level of leadership motivation and level of performance. Leadership motivation is one of the important skills practiced by the school administrators because it provides a positive impact to teaching performance and student's life-long learning process. If leaders in school are highly motivated, their subordinates will also the same. Also if the school administrators perform their task very well distinguished, the teachers and student will act the same and these brought progress of the institution.

There was significant relationship between level of leadership capabilities and performance. It is very true if the school administrators develop confidence, respect, trust and encouragement among staff; make a decision by collaborative, cooperative and consultative practices. Hence, the results revealed that leadership capabilities and performance was significantly positive because if school administrators have capabilities with all the undertakings in school, performance will be defined.

Finally, there was significant relationship existed between leadership commitment and performance. Enthusiastically, school administrators act promptly on task for a very well distinguished leadership performance. Performs duties and responsibilities beyond expectation and demonstrate mastery in all the functions assigned, in so doing commitment attained in their field of endeavor.

#### 5. References

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