Bridging Leadership and Motivation: The Administrators' Influence on Teachers' Performance

Lydia Y. Sumile[1], Alfredo D. Biscocho[2], Diosdado R. Periwperiw[3]

Faculty
Medina College
Philippines

Abstract:
This study investigates the connection between school administrators' management and teachers' satisfaction of professional and personal needs. A Descriptive-correlational design was employed, and data were gathered from 60 Medina College teachers using validated questionnaires measuring administrators' supervisory, motivational, evaluative, and interpersonal skills. Results showed that administrators' skills were highly satisfactory, with personal and social competencies as the strongest. Teachers indicated that their motivational needs were largely met but emphasized their importance. Statistical analysis revealed a moderately positive correlation ($r = 0.57$, $p < .05$) between administrators' leadership influence and teachers' satisfaction of needs, indicating the central role of effective leadership in enhancing teachers' motivation and performance. The study concludes that balanced leadership, which integrates supervision, motivation, and evaluation, enhances teacher satisfaction and academic performance. It suggests reinforcing leadership programs with financial incentives and exploring factors such as autonomy and collaboration with peers to further enhance teacher motivation.

Keywords: Management Capabilities, School Leadership, Teacher Motivation.

INTRODUCTION

Effective school administration is critical in facilitating a supportive and productive learning atmosphere. Administrators have the responsibility of motivating teachers, encouraging professional growth, and setting conditions to enable job satisfaction. As administrators demonstrate exemplary leadership abilities, such as supervisory, motivational, evaluative, and interpersonal skills, they become key to teachers' satisfaction of professional and personal needs, leading to enhanced teaching performance and school success.

Literature highlights the pivotal position of school administrators in maximizing the performance of teachers. Sebullen and Jimenez (2021) established that emotionally stable and socially competent school administrators yield a good work environment, maximizing the morale of teachers. Mutesasira and Marongwe (2024) also highlighted that motivational strategies such as positive reinforcement and incentives maximize teachers' performance and job satisfaction. In addition, Ahmed and Suhag (2024) highlighted that administrators' supervisory and appraisal skills are crucial in sustaining high teaching standards and enhancing professional development.

Despite all these findings, very few studies have examined administrators' interpersonal and motivational competencies' direct role in teachers' need satisfaction. More significantly, no study on this issue has been conducted to date in Medina College schools. This lack makes a particular study on the influence of school administrators' competencies on teachers' job satisfaction and overall well-being in this educational setting even more relevant.

This research will quantify the ability of the school administration to manage in meeting the motivational needs of teachers. This research will also establish the impact of leadership competence on professional and

personal needs of teachers. This will be utilized to enhance school leadership practices and education outcomes.

METHODS

Research Design

This research utilized a quantitative descriptive correlational research design in analyzing the interaction between school administrators' management capabilities and teachers' motivational needs. Quantitative designs were utilized in comparing patterns, relationships, and statistical differences between the two variables. This design is suitable in determining relationships without manipulating variables to ensure objective and data-informed results (Bhandari, 2021).

Research Setting

This research was carried at Medina College schools namely, Medina College – Ozamiz City, Medina College – Pagadian City, and Medina Foundation College of Sapang Dalaga, Inc. These institutions had a diverse set of instructors who were the main respondents, bringing to light the connection between school administrators' ability and teachers' needs satisfaction in their schools.

Research Respondents

There were 60 teachers in Medina College Inc. who were respondents of the research.

Research Instrument

Two questionnaires, developed by researchers, were utilized in the study to measure teachers' motivation and school administrators' management skills, developed based on the respective literature. Pilot testing was done in one of the neighboring institutions for validity and reliability, and the respondents were made aware of the dry run. The output was assessed and the research committee's feedback included prior to finalizing and sending the questionnaires. The first questionnaire consisted of two sections: Part I gathered demographic information, while Part II assessed teachers' perceptions of school administrators' management capabilities. The second questionnaire focused on teachers' motivation, measuring the extent to which their professional and personal needs were fulfilled.

Instrument Validity

Before data collection, the instruments were pilot-tested to determine the validity and reliability of the instruments. Confirmatory Factor Analysis (CFA) was used to test the convergent validity of the two questionnaires. This included testing factor loadings, computing composite reliability and average variance extracted, and testing model fit to determine whether to include or exclude certain indicators. The Cronbach's alpha coefficient was also computed for each instrument to determine the reliability of the research instrument.

Data-Gathering Procedure

Upon securing approval from Medina College administrators, the researcher clarified the study objective, elicited participants' informed consent, and administered the validated questionnaires to 60 teachers. Ample time was provided to fill out, and questions for clarification were addressed as necessary. Responses gathered were checked for completeness and analyzed using parametric methods.

Ethical Considerations

This study adhered to Brayman and Bell's (2007) ethical guidelines. The respondents were not harmed, and their rights, safety, and willingness to participate were ensured. Ethical research entails collaboration between science and society to ensure integrity and respect for human rights. Researchers safeguarded the respondents' personal information, providing a letter of consent that ensured confidentiality and restricted access to their responses.

Statistical Treatment

The researcher used various statistical parameters in analyzing the data collected in the study. Based on the postulate that the normality test and homogeneity of variance had been satisfied, parametric statistics were

used in making statistical conclusions. Mean and standard deviation were used in estimating the degree of school administrators' managerial capacity and teachers' motivational requirements as viewed by the teachers. Pearson Product-Moment Correlation Coefficient was also used to determine whether the correlation between the independent variable and the dependent variable was significant, providing feedback on the degree and direction of their correlation.

RESULTS AND DISCUSSION

Table 1 – School Administrator's Management Capabilities

Constructs		Mean	SD	Verbal Interpretation	Rank
1.	Supervisory	3.79	0.88	Very Satisfactory	3
2.	Motivation	3.89	0.74	Very Satisfactory	2
3.	Evaluation	3.78	0.92	Very Satisfactory	4
4.	Personal and Social	4.12	0.83	Very Satisfactory	1

Table 1 shows that school administrators' management capabilities were rated Very Satisfactory (M = 3.78–4.12). The highest was Personal and Social Capability, followed by Motivation, then Supervisory, and Evaluation as the lowest. These results show that administrators are excellent in interpersonal relations and motivation but need to be improved in evaluation processes. This is consistent with Leithwood (2020), which emphasized that effective leadership fosters a healthy work climate, enhances teacher performance, and enhances school performance. Shifting evaluation methods can also enhance professional development and instructional performance.

Table 2 – Teachers' Motivational Needs

Constructs		Mean	SD	Verbal Interpretation
1.	Fulfillment of the Needs	3.97	0.78	Fulfilled
2.	Importance of the Needs	4.22	0.86	Extremely Important

Table 2 indicates teachers' motivational needs for fulfillment and importance. The results indicate that teachers perceive their needs to be fulfilled (M = 3.97, SD = 0.78) and as very important (M = 4.22, SD = 0.86). This suggests teachers' needs are mostly fulfilled, but their perception of these needs as very important indicates the necessity of continued administrative support. This result validates Herzberg's Two-Factor Theory (1959) as cited by Rai et al. (2021) in that motivation is created by fulfillment of intrinsic needs and recognition of their importance in job satisfaction.

Table 3 – Relationship between School Administrators Capability and Teachers' Needs Fulfillment.

Variables	r-value	p-value	Strength of Association
Administrators' Capability and Needs Fulfillment	.57	p<.001	Moderately Positive Correlation

Table 3 presents the correlation between school administrators' capacity and teachers' needs fulfillment, which is a moderate positive correlation, r (49) = 0.57, p <.05, and statistically significant at $\alpha = 0.05$. It reflects higher administrative capacities with higher fulfillment of teachers' needs. This is consistent with Musabwayire and Sikubwabo's (2024) research, which emphasized that effective school leadership and administrative support have a great influence on teachers' motivation and job satisfaction. The results highlight the importance of effective school leadership in creating a positive work climate that promotes teachers' pro

CONCLUSIONS AND RECOMMENDATIONS
Conclusion
This research identifies Medina College administrators as having a very satisfactory managerial capabilities, with Personal and Social Capability being the most prominent. Teachers perceive their motivational requirements as being met but still extremely significant. The moderately high correlation (r = 0.57, p <.05) indicates that more assertive leadership maximizes teacher support, although economic incentives and staff

development could be equally significant determinants. These findings emphasize the necessity of balanced leadership encompassing supervision, motivation, evaluation, and interpersonal skills. Future research must investigate autonomy, peer support, and compensation as determinants of teacher satisfaction and further develop instruments to maximize administrative support.

Recommendation

Future research needs to integrate qualitative evidence to build further insights into teacher motivation and conduct regression analysis to ascertain causal influences. Schools need to create leadership development programs with focus on balanced leadership, communications, and motivation methods and enhance teacher support systems through continuous professional development, economic incentives, and reward systems. Promoting teamwork cultures through open communication can align expectations and motivate teachers. Implementing these practices will enhance leadership effectiveness, teacher job satisfaction, and educational achievement.

REFERENCES:

1. Allaoui, A., & Benmoussa, R. (2020). Employees' attitudes toward change with Lean Higher Education in Moroccan public universities. Journal of Organizational Change Management.
2. Ahmed, F., & Suhag, A. K. (2024). Institutional Practices Towards the Continuous Professional Development of Primary School Teachers. Journal of Asian Development Studies, 13(1), 804-819.
3. Bhandari, P. (2021). Correlational research | When & How to Use. Scribbr. https://www.scribbr.com/methodology/correlational-research/
4. Bryman, A., Bell, E. (2007). The Ethics of Management Research: An Exploratory Content Analysis. British Journal of Management 18(1):63 - 77. Retrieved on June 17, 2023 from DOI:10.1111/j.1467-8551.2006.00487.x
5. Leithwood, K., Harris, A., & Hopkins, D. (2020). Seven strong claims about successful school leadership revisited. School leadership & management, 40(1), 5-22.
6. Musabwayire, J., & Sikubwabo, C. (2024). Effect of school leadership practices on the commitment of secondary school teachers in Musanze district, Rwanda. African Journal of Empirical Research, 5(2), 550–563.
7. Mutesasira, G., & Marongwe, N. (2024). Motivation strategies for enhancing teacher performance and wellness in post-COVID-19 rural South African schools. Journal of Pedagogical Research, 8(2). https://doi.org/10.33902/JPR.202426100
8. Rai, R., Thekkekara, J. V., & Kanhare, R. (2021). Herzberg's two factor theory: A study on nurses's motivation. RGUHS Journal of Allied Health Sciences, 1(1).
9. Sebullen, M. T., & Jimenez, O. B. (2024). Examining the impact of administrative support on transformational leadership and teacher job satisfaction. International Journal of Research in Social Sciences and Informatics, Volume not specified, 840-863. https://doi.org/10.51244/IJRSI.2024.1110066