"Organizational Leadership and Motivational Strategies of Selected Private Schools and Administrators in Northwest Cebu"

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Abstract

This study aims to enhance the training and development skills of the private school administrators to make teachers assets of every school in achieving its strategically-driven vision. This study was carried out in four different private schools in Cebu, namely: Araneta Learning Center; Consolatrix College of Toledo City; Leaton School; and, University of San Jose-Recoletos, Balamban. The groups of the respondents are according to their designation within the academic institution: (1) administrators, principals, and coordinators; and (2) teachers. It conducts a descriptive research method at the four different private schools in Cebu. The results show that the motivation and empowerment between admin and teachers have a p-value of 0.223. Then, the leadership and communication between admin and teachers have a p-value of 0.955. Lastly, the capacity of leading teams between admin and teachers has a p-value of 0.987. Based on the summary result, the differences between motivation and empowerment, leadership communication, and leading the teams are not significant. This study concludes that school administrators are significantly involved in teachers' development activities. Henceforth, it recommends the training program as the proposed output of this study.

Keywords— Human Resources Development Program, Training and Development Skills, Descriptive method & Private School Administrators

I. INTRODUCTION

Professional development among employees is an essential investment (Cassedy et al., 2015). Employees enhance customer service quality and increase productivity and sales (Boselie, 2010). Professional development is part of human resources development (HRMO) programs (Bernardin, 2013). Moreover, the direct supervisor is responsible for the development assurance (Boselie, 2010). Employees must possess technical skills, soft skills, and conceptual skills. This study aims to develop the skill levels of administrators.

Leadership means the ability to motivate and influence other people to achieve a common goal (Kruse, 2013). Decisively, the success of any training effort depends on the organizational leadership, teaching skills, motivation, and personal characteristics of those responsible for conducting the training (Snell & Bohlander, 2011). Ogawa and Bossert (1995) define leadership as a conceptualized organizational quality. Successful leadership shows that the constant demands on educators and the current school reforms necessitate strong leadership (Graham, 2018). Moreso, Taylor (2005) determines leadership as not defined as a set of attributes in the context of academic progress. It shows that the principal's leadership is a significant component of developing institutions (Kruse, 2013). As to Pancasila and Sulistyo (2020), leadership skills and the ability to motivate people can increase job satisfaction and create a productive working environment. Hence, Onjoro and Embeywa (2015) show that motivational strategies ensure the educational system is high quality. Ghanbarpour (2013) determines the crucial

responsibility of organizational leaders is to discover individuals' inherent abilities and offer a setting for their development and flourishing. Dobre (2013) mentions that employee motivation to complete responsibilities in the institution is through praise and empowerment. Igbudu and Afangideh (2018) conclude that successful management and administration at secondary levels in academic institutions depend on leadership and communication skills. Moreover, a study reveals that the principal's leadership, work atmosphere, and drive to affiliate impact the behavior of the instructors (Hartinah et al., 2020). Transformational leadership has positive and substantial results on SMK Negeri in Palembang teachers' performance (Andriani & Kristiawan, 2018).

With the various literature and studies cited, the researcher explores the training and skills development of the school administrators in Northwest Cebu. While the studies mentioned above may have some similarities with this paper, it is not a duplication of them since the time, respondents, and environment are distinct and different. Given these conditions and existing practices, no studies conducted by organizations see their leadership and motivational strategies that will impact employee development and engagement in schools in Northwest Cebu. Relevance is essential as leadership and motivation play a massive role in organizational development. Motivating the organization's human resources will increase productivity for the manager who wishes to achieve the organization's objectives (Robescu & Iancu, 2016).

The results of this study will serve as valuable information in developing policies for School Administrators to enhance their training and development skills. The school leaders expect to conduct training for teachers. They will serve as a guide in performing the Human Resource (HR) functions as they continue to take care of the teachers. The teachers have a crucial role in the success of schools and organizations. It must be of the utmost importance and priority. Students are the indirect beneficiaries of this study for being the recipient of motivated and satisfied teachers. This study inspires and encourages future researchers to embark on a similar idea in their localities and municipalities, studying the training and development skills. Hence, making working in schools is more meaningful.

II. THEORETICAL FRAMEWORK

The theory of Organizational Leadership, the Expectancy Theory of Motivation, the theory of cognitive development, and the Sociocultural Theory mainly support this study.

The organizational leader is a change agent. It shows someone who understands the large picture and the processes or activities in bringing change (Tokar 2020). Furthermore, organizational leadership is the involvement of procedure and proximal. It results in worker commitment that develops and achieves the corporate goals (Zacarro, 2001). Meanwhile, the expectancy theory of motivation postulates that every individual has behavioral patterns based on their perception of the leader that are significant contributions to the goals and objectives of every institution. The theory depends on the efforts and motivations of every individual to expect internal and external outcomes provided by the institutions (Kriek, 2019). These theories suggest that individuals decide on their inspiration and reaction in specific situations when given choices. It revolves around the idea that behavior is a conscious choice between options. Other theories that support this include the Piagetian and Sociocultural Theories. They individually present a significant theoretical and empirical basis for training and development.

This study diverse ways of reasoning logically the various stages of development based on the Piaget theory. According to Chalofskly (2014), Piaget's theory of cognitive development supports a particular educational practice that guides when it would be developmentally appropriate to introduce the concept to the learners. Furthermore, cognitive development means providing the learners with real-life experiences not limited to the four corners of the classroom. It suggests that teachers have a crucial role in facilitating the learning and

development of learners based on their actual experiences. Thus, Piaget's theory indicates that successful cognitive development among learners is from brain maturity, classroom, real-

life experiences, and equality. These identified learning processes precede the development of cognition.
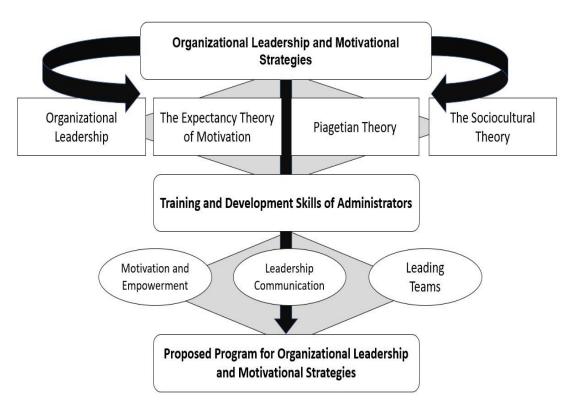

Figure 1. The Theoretical Framework for Training and Development Skills of Administrators

On the other hand, the sociocultural theory suggests that social relationships, cultural practices, and historical backgrounds contribute to cognitive development. Furthermore, the sociocultural perspective provides additional information on developing the cognition aspect among individuals (Chalofsky, 2014). It highlights the development of learners through scaffolding instruction from the teachers. Scaffolding instruction means providing learning materials for hands-on experience and facilitating learning to transform the learners from dependent to self-directive.

Furthermore, the success of any organization depends on how a leader motivates their employees. Employee motivation is a critical aspect in enhancing employee performance and assisting any business or organization in achieving its long-term goals. Leaders can use their positions to motivate people by focusing

on significant contributions making individual growth in society.

III. RESEARCH METHODOLOGY

The study utilizes a descriptive method of research. It concerns the conditions and relationships between the variables of interest (Raagas, 2010). Hence, it determines the characteristics and particular viewpoints of the selected respondents. The quantitative data analysis shows the assessment of the teachers and principals based on the dimensions of leadership and motivation strategies. Furthermore, this study solves the null hypothesis of no significant difference between the assessment of principals and coordinators. Hence, it assesses the teachers' and administrators' strategies in leading organizations.

This study was carried out in four different private schools in Cebu, namely: Araneta Learning Center; Consolatrix College of Toledo

City; Leaton School; and, University of San Jose-Recoletos, Balamban. The grouping of respondents of this study is according to their designation within the academic institution: (1) administrators, principals, and coordinators; and (2) teachers. This study uses a purposive selection of participants. This study employs a multistage sampling procedure. It defines the method of selecting a sample in two or more stages (Sinco et al., 2010).

The researcher acknowledged the study and adopted the questionnaire by Duncan Miles, whose study was about the Three Levels of Development Process for Teachers to assess the motivational and empowerment approach, leadership communication strategies, and the capacity in leading teams of school administrators of selected private schools in Northwest Cebu. The tool is vital in getting the needed responses of the research respondents. A quantitative tool attempts to measure perception by both principals and teachers. The following questions will determine the perception of principals and teachers: what are the school administrator's strategies in leading organizations in terms of motivational and empowerment approach; leadership communication strategies; and capacity in leading teams? The research tool used was a Semantic Differential Scale. This scale describes a respondent's opinion, perception, or belief based on a particular issue or subject of interest (Raagas, 2010; Jala, 2012).

This study is likewise a combination of univariate and multivariate analyses for the quantitative part. Similarly, the qualitative method administers Focused Group Discussions (FGD). It analyzes the results by capturing the themes likely to emerge after coding. The researcher sent the transmittal letters to the authorities, and all respondents received the consent forms and information. The researcher uses weighted mean, t-test of mean difference, and regression analysis to determine the training and development skills like motivation and empowerment, leadership and communication, and leading teams.

The study observes research ethics to ensure that no violations are made by the researcher as far as the research process is concerned. The respondent's data are kept confidential and provided as a source of information for other parties not involved in the study. Further, the problems made by the researcher have been considered and suited according to the respondent's age, gender, culture, and race. In addition, there will be no harm to schools after the researcher releases the results and publishes the paper.

IV. RESULTS AND DISCUSSIONS

This chapter presents the analyses and interprets the results of the data gathered in response to the proposed variables of the present study concerning the organizational leadership and motivational strategies of private school administrators in Northwest Cebu.

The Summary of the Overall Ratings Per dimension

Table 1. The Summary of the overall ratings per dimensions

Dimension	Mean	SD	Interpretation
1. Extent of Private School Administrators' Involvement in its Teacher Development Activities	3.909	0.628	**High Degree**
2. School Administrators' Leadership Communication Strategies	3.01	1.77	**Moderate**
3.School administrator's Motivational and Empowerment Approach	3.909	0.628	**High Degree**
4. School Administrators' Capacity in Leading Teams	3.30	1.03	**Moderate**
5. Teachers on School administrator's Motivational and Empowerment Approach	3.876	0.891	**High Degree**
6. Teachers on School Administrators' Leadership Communication Strategies	3.02	0.96	**Moderate**

7. Teachers on School Administrators' Capacity in Leading Teams	3.3	1.03	**Moderate**

Table 1 shows the summary of overall ratings per dimension. The results reveal that the Leadership and Communication Strategies of school administrators rank lowest with a mean score of 3.01 or a moderate degree. It follows the teachers on Leadership Communication Strategies of School Administrators with a mean score of 3.02 or a moderate degree. On the other hand, the results also revealed that the Extent of Private School Administrators' Involvement in its Teacher Development Activities is the highest rank among all identified dimensions or at a high degree. Overall, the summary of all dimensions shows that there is a need for school administrators to address the identified areas of concern.

School administrator's Motivational and Empowerment Approach

According to the data, the least involved areas were identifying organizational HR functions with a mean value of 2.545 and ensuring the strategic position of HR development within the organization with a mean value of 2.545. Identifying organizational HR functions and ensuring the strategic position of HR development within the organization are areas that can be included in annual planning for school principals. In the study of Hartinah et al. (2020), the implication suggests that principals and teachers should be involved in human resource planning which reveals that the principal's leadership, competence to create human resource planning, suitable work environment design, and motivation to include all had direct effects on the certified teacher's performance. Meanwhile, with a mean of 3.727, the highest level of involvement is found in terms of building and improving organizational culture and values.

This means that schools in Northwest Cebu are particular in terms of establishing and building their own organizational culture first, as this is necessary to establish a strong identity with its stakeholders. This means that schools in Northwest Cebu place a high priority on establishing and developing their own organizational culture, as this is a critical component in establishing a strong identity and persuading communities to enroll in their school. Principals, on the other hand, are not as active in human resource development planning, implementation, and evaluation since it is not recognized as a priority or usual practice in schools, and it is not their primary responsibility. Human Resource Officers in institutions have a distinct job in HR planning.

School administrator's Motivational and Empowerment Approach

The data shows that rewarding employees when their performance meets expectations are low, with a mean of 2.909, however commending them in any form, such as verbal or other relevant gestures, is considered as the highest when they perform beyond average, with a mean of 4.636. The result suggests that administrators do not provide any rewards because employees are expected to perform daily, but they do provide commendations if these tasks are completed. Administrators still find out what would interest that individual before rewarding them because they identify if the individual has the potential to perform what needs to be done and disclose in detail what remains to be improved to the person they are attempting to motivate. Their ability to negotiate with teacher-employees will aid the organization in achieving its goals and meeting its performance standards. The result relates to the study of Onjoro & Embeywa's (2015), stating that leaders' techniques, which include the ability to motivate, can ensure quality assurance in the educational system. Motivational measures such as staff training and development, promotion, compensation, remuneration, working conditions, status, and participatory decision-making operated as a roadblock to achieving educational quality assurance. There is a considerable association between teacher motivation and performance,

as well as a large relationship between teacher experience and job performance.

School Administrators' Leadership Communication Strategies

With a mean of 4.55, it reveals that when administrators interact with a friend or colleague, they are clearly calm and comfortable. They appear less nervous and apprehensive when conversing with an acquaintance or coworker, with a mean score of 2.091. The findings suggest that administrators' communication strategies are less tense and nervous while presenting to a group. They have excellent communication abilities and seem comfortable speaking in front of a group. This demonstrates that their communication skills would be incredibly useful in accomplishing the goals and objectives of their respective institutions. When a school administrator is calm, he has a greater potential to influence and inspire others. This relates to the findings of Igbudu and Afangideh (2018) on school administrators' leadership and communication skills for effective secondary school administration in Rivers State revealed that school administrators' leadership skills enhance effective secondary school administration by inspiring their subordinates to have a focus on the future, being responsive to others' needs, and being open to others' ideas, while communication skills enhance effective secondary school administration by inspiring their subordinates to have a focus on the future, being responsive to others' needs, and being open to others. As a result, it was determined that school administrators' leadership and communication abilities are lacking. It was therefore concluded that school administrators' leadership and communication skills are strong instrumentalities for enhancing effective secondary school administration.

School Administrators' Capacity in Leading Teams

Members are less likely to make their fellow team members appear bad, with a mean score of 2.031, and less likely to take advantage of one another's faults, with a mean score of 2.063, according to the study. Meanwhile, as seen by a mean score of 4.109, members are concerned about the performance of their institutions. With a mean of 4.094, it is evident that the organization's members like spending time together.

This means that school administrators are going beyond to ensure that their institutions succeed because of the positive relationship between administrators and teachers. Since they function with their responsibilities without pulling each other down, the institution's efforts were successful, and the spirit of collaboration and excellent relationships among group members were fostered.

This is also related to the expectation theory of motivation, in which a person selects his behavior depending on what he anticipates to produce the best result. This theory is based on how much weight a person gives to various motives, leading to a conclusion that he believes will give him the best return on his efforts. When school administrators and instructors are motivated, they produce positive energy and are content at work since they are not overburdened with their responsibilities

Teachers on School administrator's Motivational and Empowerment Approach

The administrators make sure that teachers have the ability to achieve performance targets with a mean score of 4.281, and generously praise them if they perform well with a mean score of 4.313. Typically Rewarding teachers only their performance is up to standard at the lowest with a mean score of 3.156. The above findings are consistent that the administrators made sure the teachers have the means to deliver their assigned tasks, reward/recognize them for a job well done, and the reward/recognition is not just only on instances of increased productivity at work.

Teachers on School Administrators' Leadership Communication Strategies

The least scored items that teachers have are: not tense and nervous when talking to a small group of acquaintances with a mean score of 1.969; and not tense and nervous, when talking to strangers.

Teachers on School Administrators' Capacity in Leading Teams

The teachers really care about the success of the team with the highest mean score of 4.109, and try to make other team members look bad with the lowest mean score of 2.031.

A significant difference between the assessment of principals and coordinators and the assessment of teachers in terms of the strategies in leading organizations.

T-test for independent samples was used to determine significant differences in the strategies in leading organizations, in terms of the following sub-areas namely, motivational and empowerment approach; Leadership Communication, and Leading Teams. Results show that for all three sub-areas the p-value is greater than the .05 alpha level, which indicates that there is no difference in the perception of the principals and administration with the teachers' perception. It would further indicate that the administrators' self-rating is in the same perception as teachers. There is an agreement between what teachers see and what administrators perceive themselves to be.

Table 2. T-Test Summary of results

T test summary	Admin	Teachers	df	t Stat	T Critical	P value (2 tail)	interpretation
Motivation and empowerment	4.076	3.876	22	1.253	2.074	0.223	Not Significant
Leadership Communication	3.008	3.023	46	-0.057	2.013	0.955	Not Significant
Leading Teams	3.2955	3.30475	14	-0.016	2.145	0.987	Not Significant

Results show that the model captures 91.5% of the variance in the sample, which means that there is a high correlation between communication and motivation to lead. The ANOVA further shows that the independent variables are statistically significant predictors to the dependent variables as indicated by the .000 p-value.

Based on the results motivation is the greatest as indicated by the Beta of .781, which means that for every 1-point increase in motivational skill leading increases by .781. For communication it is .189, which means for every 1-point increase in communication, leading increases by .189. the final model is: model = .134 + .681 + .170 (Leading).

V. CONCLUSION

Based on the findings of this study, it can be concluded that school administrators are significantly involved in teachers' development activities in terms of motivational and empowerment approach, leadership communication strategies, and capacity in leading teams. The results confirm the Organizational Leadership Theory that defines how an entity governs itself through those individuals who dedicate their lives to its workings, and at the same time is based on the idea that employees who are motivated will most likely be more effective and productive in doing their assigned tasks. This also relates to the first expectancy in the Expectancy Theory, which is the likelihood that an employee will be able to create a link between her degree of work and the results of that effort. With the utilization of an effective strategy, a school administrator can excel at understanding the strengths and talents of each employee and is able to leverage those skills to help both the school and its teachers succeed.

RECOMMENDATION

To help the school principals and administrators in Northwest Cebu in organizational leadership and motivational strategies, the researcher

highly recommends implementing the proposals outlined in this study.

This study also recommends: (1) conducting a study aimed at evaluating the effectiveness of the training program in this research, (2) b on organizational leadership and motivational strategies with successful schools and universities, and (3) initiate a study aimed at examining organizational leadership and motivational strategies of public-school principals in Northwest Cebu.

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