

IMPACT OF SCHOOL ADMINISTRATORS' LEADERSHIP STYLES AND MOTIVATION STRATEGIES ON TEACHERS' PERFORMANCE IN SECONDARY SCHOOLS IN THE DIVISION OF CATANDUANES

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ABSTRACT

This study was conducted to determine the impact of leadership styles and motivation strategies on teacher performance in secondary schools in the Division of Catanduanes. The respondents consisted of 263 secondary school teachers. The study employed a descriptive correlational research method, with a researcher-developed questionnaire as the primary tool for data collection. The statistical tools used for data analysis included descriptive statistics (weighted mean) and inferential statistics, specifically Pearson's Correlation Coefficient and Multiple Linear Regression analysis. Analysis of the data revealed the following findings: The school administrators' leadership styles were rated strongly agree, particularly the adaptive leadership style, distributed leadership style, and servant leadership style (overall weighted mean of 3.49). The motivation strategies employed by school administrators, including career development, recognition and rewards, and a supportive work environment, were rated strongly agree while resource allocation was rated as agree (overall weighted mean of 3.33). The level of teachers' performance was noted to be very high across several areas, including content knowledge and pedagogy, learning environment and diversity of learners, curriculum planning and assessment and reporting, personal growth & professional development, and plus factor. A significant relationship was noted between school administrators' leadership styles and motivation strategies; a significant relationship was observed between school administrators' leadership styles and teachers' performance; and a significant relationship was noted among leadership styles, motivation strategies, and teachers' performance. Based on the summary of the findings, the following conclusions were drawn: (1) School administrators effectively demonstrate adaptive, distributed, and servant leadership styles, which are strongly acknowledged by the respondents, highlighting their impact on fostering a collaborative and supportive educational environment. (2) The motivation strategies implemented by school administrators, particularly career development, recognition and rewards, and a supportive work environment, are well-received by teachers, suggesting their effectiveness in enhancing job satisfaction and professional growth. (3) The level of teacher performance remains very high across content knowledge and pedagogy, learning environment and diversity of learners, curriculum planning, assessment and reporting, personal growth and professional development, and the plus factor. (4) Effective school administrators' leadership styles, particularly, adaptive and servant leadership, positively influence teacher's performance by enhancing instructional competence, learning environment management, and professional development. (5) Effective leadership styles, particularly adaptive, servant and distributed leadership combined with strong motivation

strategies such as career development, a supportive work environment, recognition and rewards, and resource allocation, are crucial in enhancing teacher performance. (6) Stronger motivation strategies, particularly career development and a supportive work environment, are associated with higher levels of teacher performance. (7) Strengthening school administrators' adaptive leadership style and enhancing career development initiatives will likely improve teachers' performance, while refining recognition and reward systems could further supportive teacher effectiveness.

Keywords: Descriptive Correlational Study, School Administrators' Leadership Styles, Motivation Strategies, Teachers' Performance